

**AN ASSESSMENT OF RELATIONSHIP BETWEEN STUDENTS'
PERCEPTION OF SOCIAL STUDIES AND THEIR ACADEMIC
PERFORMANCE IN COLLEGES OF EDUCATION IN KADUNA
STATE**

BY

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DECLARATION

I declare that the work in the thesis entitled AN ASSESSMENT OF RELATIONSHIP BETWEEN STUDENTS' PERCEPTION OF SOCIAL STUDIES AND THEIR ACADEMIC PERFORMANCE IN COLLEGES OF EDUCATION IN KADUNA STATE has been performed by me in the Department of education under the supervision of Dr. M.C. Ubah, Dr. M. Ben-Yunusa and Dr. S. Mohammed. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

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Signature

Date

CERTIFICATION

This thesis entitled AN ASSESSMENT OF RELATIONSHIP BETWEEN STUDENTS' PERCEPTION OF SOCIAL STUDIES AND THEIR ACADEMIC PERFORMANCE IN COLLEGES OF EDUCATION IN KADUNA STATE by ISSAH HASSAN TIKUMAH meets the regulations governing the award of the degree of Master of Education of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my beloved wife, Sharifatu Muhammad Tikumah.

ACKNOWLEDGEMENT

All praise is due to Allah. I thank Him the Almighty for granting me all that it took to accomplish this study.

It is with a deep sense of gratitude I acknowledge the zealous guidance and encouragement of my supervisor, Dr. M.C. Ubah. My second supervisor, Dr. M. Ben-Yunusa, also gave me all the supportive advice necessary for the success of this work. My gratitude is extended fully to Professor A.A.M. Shaibu, Dr. I.O. Inekwe, and Professor I. A. Olofe for their precious technical advice on this study.

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ABSTRACT

The objective of this study was to find out the relationship between students' perception of Social Studies and their academic performance in the subject in Colleges of Education in Kaduna State. The respondents of the study comprised NCE 2 and NCE 3 students of Social Studies at the Federal College of Education in Zaria and the Kaduna State College of Education in Gidan Waya. The data for the study was collected using a questionnaire with reliability coefficient of 0.87. The Pearson's Product Moment Correlation Coefficient was used to test the hypotheses formulated for the study. The hypotheses were tested at 0.05 level of significance with $df = 232$. The findings were as follows:

1. The Social Studies students in colleges of education in Kaduna State do not record high academic performance in the subject.
2. Students' perception of the Social Studies curriculum does affect their academic performance in the subject
3. Students' perception of relevance of Social Studies education has no bearing on their academic performance in the subject.
4. Students' perception of public attitude towards Social Studies has no impact on their academic performance in the subject.
5. Students' general perception of Social Studies does not affect their academic performance in the subject.

Based on these findings the following recommendations were proffered for Social Studies researchers and policy makers.

- a. There is need for further research in order to determine the actual cause of students' failure to display high performance in Social Studies.
- b. The NCE Social Studies curriculum should be reviewed in terms of volume and difficulty.

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ABBREVIATIONS

ABU	Ahmadu Bello University
FCEZ	Federal Collage of Education, Zaria
KSCOE	Kaduna State CollEge of Education
NCE	Nigeria Certificate in Education
NCCE	National Commission for Colleges of Education
NERDC	Nigeria Education Research and Development Council

DEFINITION OF TERMS

Perception: The process of formation of sense-impressions about Social Studies.

Academic Performance: Learning out-put of students as measured by their formal examination scores in Social Studies.

High Performance: Average score of 70-100% in formal examinations.

Public Attitude: The feelings, views and beliefs held by the people of Nigeria about Social Studies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Social Studies as a school subject is a relatively new discipline in the world's educational arena. It only emerged in America and Europe in the early 20th century, and reached Nigeria not long after her independence from Britain in 1960 (Aina, Adeyoyin, Obilo & Ahmadu, 1982). The first national primary school curriculum on Social Studies in Nigeria was developed in 1971 (NERDC, 2003).

Social Studies evolved in the Nigerian educational system as a problem-solving field of study. The European colonizer left behind for Nigerians a system of education that, as Fafunwa (1974:194) put it, 'alienated Nigerians from their cultural environment'. Furthermore, the new nation of independent Nigeria, consisting of hitherto autonomous contiguous peoples, was faced with the enormous challenge of a common national orientation for her diverse socio-cultural groups. Consequently, the series of post-independence educational reforms that led to the establishment of Social Studies in the Nigerian school system had, according to Akinlaye (1981:5), the following underlying motives:

- (a) The need to make education more relevant to the needs of the individual and society;
- (b) The need to use

education for national integration and social and economic development; (c) The need to develop the right societal values; (d) The need to make an individual responsive to the society in which he lives.

In a nutshell, Social Studies came to Nigeria, according to Balyejusa (1981:10-12), as a "corrective study" to redress the educational ills of the colonial era as well as to address the present and future socio-intellectual needs of Nigeria and Nigerians. According to Okam (1998:9-10), it was "the socio-civic function of Social Studies that recommended it to many African educators" to the extent that "the National Policy on Education gave it a pre-eminent place within the core subjects of the schools curricula in the new 6-3-3-4 system of education established in 1982".

In view of its relative newness, however, Social Studies is still a discipline in identity crisis of some sort. Research authorities advise that personal experiences constitute a source of information for topics in research so researchers should make use of that source (Kolo,2003, and Olayiwola, 2007). Indeed, it was the researcher's experiences from two separate incidents that led him to appreciate the problem of identity facing the discipline of Social Studies, as a result of which the researcher intended to undertake this study.

The first incident occurred in August 2007 when the researcher was asked to teach the course "Introduction to Social Studies" in the Long Vacation Term (LVT) programme in the Faculty of Education at the Ahmadu Bello University in Zaria. The researcher sadly discovered that most of the students in the Social Studies class could not adequately explain what constituted Social Studies education in spite of the fact that most of them, having studied Social Studies at the Nigeria Certificate of Education (NCE) level, had been teaching Social Studies in primary and junior secondary schools for quite sometime. More sadly, these students appeared to be harbouring some feelings of inferiority as students of Social Studies - largely due to somewhat unfavourable public attitude towards the discipline. One of them narrated to the class, for instance, that when she informed an uncle that she had secured admission to read Social Studies at the Ahmadu Bello University, the uncle's sneering remark was this: "So that you can go and be telling people stories at the end!... You should have gone in for something better!" In a rejoinder, another student in the class reported being asked sarcastically by a friend: "Have you seen a professor of Social Studies before?!"

The second incident occurred in November 2007 when the researcher prepared a paper for presentation at a conference organized by the Christian

Religious Section of the Department of Education at the Ahmadu Bello University. The theme of the conference was "The Role of Religion in a Sustainable Democracy in Nigeria". And the topic of the researcher's paper was "Christian-Muslim Dialogue: A Prerequisite for Sustainable Democracy in Nigeria". A senior colleague in another section saw the topic of the researcher's paper and protested: "But you're in Social Studies - what's your business with a conference on religion?! You're not in Islamic Studies, you're not in Christian Religious Studies..." The researcher was stunned to discover that even a senior educationist like that colleague did not appear to have a fair idea of what constituted the discipline of Social Studies which is a core subject in the Nigerian school system.

The experiences cited above have significant implications for Social Studies in Nigeria. Research findings have indicated that Nigeria is a kind of society in which parents, relatives and indeed peer groups wield significant influence over the career choice of students (Oladele, 2000). It has also been found that career choice by most Nigerian students, especially those from high social classes, is driven by societal glamour and prestige attached to the type of career involved (Gesinde, in Ipaye, 1986). In view of all that, it is safe to presume that the perceived negative view being held by the general public about Social Studies education will go a long way in producing a poor

perception of Social Studies education in the psyche of the Nigerian student. In fact, this presumption is well substantiated by the researcher's observation of academic inferiority complex in the Social Studies students as recounted above. The operant conditioning theories of Pavlo (1927) and Skinner (1953), which state that positive reinforcement encourages learning while negative reinforcement discourages learning, is of relevance to the point at stake. Poor public attitude towards Social Studies is undoubtedly a negative reinforcement for the Social Studies student. There is a story of a Nigerian illiterate father who refused to sponsor his son to study veterinary medicine at university because in his (i.e. the father's) view any illiterate could take care of cows and goats so he saw no justification in going to university merely to learn how to look after cows and goats (Oladele, 2000). This suggests that Social studies students in Nigeria may be faced with lack of due motivation and support from their parents if the parents have poor perception of the subject.

The researcher also observed a general state of poor academic performance in the Social Studies classes mentioned above. For instance, in a class of 21 students only 4(i.e 19%) students obtained the average mark of 50% (or more) of the examination score. This eventually led the researcher to suspect that there is a linkage between the students' somewhat poor

perception of Social Studies and their poor academic performance in the subject. Correlation between self-esteem and academic performance has been reported in “a significant amount of study” (Stringer & Heath, 2008:329); and public recognition and respect for any profession/career plays a major role in fostering sense of self-esteem among members of that profession/career (Oyegbe, in Ughamadu, 2002). The researcher's observation in this respect was further corroborated by the generally poor academic performance of Social Studies students in colleges of education affiliated to the Ahmadu Bello University in Zaria. For instance, out of the results of 155 students randomly selected from semester examination results submitted to the Ahmadu Bello University (between March and May, 2008) by two of such colleges, only 58(38%) of the students passed the examinations.

The fact is that there can be no excellent academic performance without effective learning. It has been well-established among psychologists that strong motivation plays a predominant role in effective learning process, and there can be no strong motivation to accomplish a task of learning if there is poor perception of the task (Kuppuswamy, 1991).

It is natural of men, of course, not to appreciate or value anything they do not really understand. In view of the ever-growing importance and

relevance of Social Studies education in the Nigerian context (NERDC, 2003), there is need for widespread education of both students and the general public on the real nature and objectives of Social Studies so as to nurture keen student interest in that discipline. In order to successfully nurture student interest in the discipline of Social Studies, student perception of that discipline must of necessity be carefully studied and clearly understood first and foremost. Hence the topic of this research: "An Assessment of the Relationship Between Students' Perception of Social Studies and their Academic Performance in Colleges of Education in Kaduna State". The perception of Social Studies by students in colleges of education is vitally important and pertinently crucial because colleges of education are the training grounds for primary Social Studies educators in the country.

1.2 Statement of the Problem

According to the Nigerian Educational Research and Development Council (2003), Social Studies as a school subject was intended to enable the Nigerian child develop the spirits of patriotism, tolerance and other types of productive qualities of citizenship. Unfortunately, it has often been noted that Social Studies education in Nigeria has all along been a failure in terms of its purpose of incorporation into the Nigerian school system (Ubah, 1991;

Okam, 1998; Philips, 2001; Okam, 2002). These observers contend that the failure of Social Studies education to nurture and develop in the Nigerian child the spirit of good citizenship, national consciousness, positive values and attitudes, is substantiated by the host of socio-economic and political vices that still beset the country. It is therefore imperative to find out the causes and possible solutions to the ineffectiveness of Social Studies education in Nigeria.

The researcher has observed from personal interaction with some groups of Social Studies students at the Ahmadu Bello University in Zaria that these students are generally characterized by low morale due to their poor perception of Social Studies education. The researcher has also observed that the Social Studies students at the Ahmadu Bello University and its affiliated colleges of education generally record poor academic performance in the subject. These amount to a problem because students with poor perception of Social Studies education do not possess the requisite motivational force for high academic performance; and students who cannot achieve challenging academic performance can only be of little help in attaining the ultimate objectives of Social Studies education in Nigeria.

As Mukherjee (2002: 140) stated, “Implications from the psychology of motivation in learning situations should be taken into serious

consideration in every programme of education”. Poor perception of a task leads to low motivation to accomplish the task. As such, only students who have positive perception of Social Studies education and are therefore self-confident and proud of the subject can be taken as reliable vehicles for the attainment of the goals of Social Studies education in Nigeria. There is need to study the nature and quality of students’ perception of Social Studies education as well as the relationship, if any, between their perception of Social Studies and their academic performance in the subject.

1.3 Research Questions

Ndagi (1999:37) has noted that statement of research problems in question forms makes a research more clearly focused because the researcher will then be looking for answers to specific questions. Thus, the following research questions can be drawn from the statement of the problem presented above:

1. Do Social Studies students of Colleges of Education in Kaduna State record high academic performance in the subject?
2. Does students’ perception of the Social Studies Curriculum influence their academic performance in the subject in Colleges of Education in Kaduna State?

3. Does students' perception of relevance of Social Studies education affect their academic performance in the subject in Colleges of Education in Kaduna State?
4. Does students' perception of public attitude towards Social Studies have impact on their academic performance in the subject in Colleges of Education in Kaduna State?
- 5 Does students' general perception of Social Studies influence their academic performance in the subject in Colleges of Education in Kaduna State?

1.4 Hypotheses

The following hypotheses are formulated for test:

1. There is no significant relationship between students' perception of the Social Studies curriculum and their academic performance in the subject in Colleges of Education in Kaduna State.
2. There is no significant relationship between students' perception of relevance of Social Studies and their academic performance in the subject in Colleges of Education in Kaduna State.

3. There is no significant relationship between students' perception of public attitude towards Social Studies and their academic performance in the subject in Colleges of Education in Kaduna State.
4. There is no significant relationship between students' general perception of Social Studies and their academic performance in the subject in Colleges of Education in Kaduna State.

1.5 Basic Assumptions

The study is based on the following assumptions:

- a. Students of Social Studies in Colleges of Education in Kaduna State do not record high academic performance in the subject because of their poor perception of the Social Studies curriculum.
- b. The low academic performance of Social Studies students in Colleges of Education in Kaduna State emanates from their perception of the subject as irrelevant to the Nigerian situation.
- c. Social Studies students in Colleges of Education in Kaduna State do not attain high academic achievement in the subject because of their belief that the public has a negative attitude towards the subject.

- d. Students of Social Studies in Colleges of Education in Kaduna State record low academic performance in the subject because of their poor *general perception* of the subject.

1.6 Objectives of the Study

This research aims at investigating the relationship between students' perception of Social Studies and their academic performance in the subject in colleges of education in Kaduna State. The investigation centres on the constructs outlined below:

- a. Finding out the impact of students' perception of *the Social Studies curriculum* on their academic performance in the subject.
- b. Determining the impact of students' perception of *relevance of social Studies* education on their academic performance in the subject.
- c. Verifying the effect of students' perception of *public attitude* towards Social Studies education on their academic performance in the subject.
- d. Determining the impact of students' general perception of Social Studies education on their academic performance in the subject.

The ultimate objective of these investigations is to discover how students' academic performance in Social Studies in Nigerian colleges of

education might be improved. Once a linkage is established between perception and poor performance a way towards improved performance can be reasonably proffered.

1.7 Significance of the Study

This study is justified by the increasing need for Social Studies education in Nigeria in view of her escalating societal problems, including tribalism, ethnicism, religious intolerance, corruption, prostitution, crime and delinquency, and a host of other societal ills. It could be argued that of all the subjects studied in the Nigerian school system Social Studies is the most (if not the only) appropriate for addressing Nigeria's societal problems educationally and comprehensively (Okam, 1998). Social Studies is a discipline that emerged as a panacea for societal problems (Aina et al, 1982). It is a flexible field of study with adaptive capacity and conceptual amplitude to match with the dynamic and elastic nature of societal conditions. As such, for the purpose of developing the discipline of Social Studies as an educational panacea for Nigeria's societal problems - viz: indiscipline, disunity, crime, corruption, ethnic and religious conflicts, and a host of other vices - the need to clarify misconceptions about Social Studies education among Nigerian students cannot be over-emphasized.

It is instructive to note that Social Studies was one of those courses discarded from the Ahmadu Bello University in 1996 by the then military administrator of that university, Major-General Mamman Kontagora, apparently on the advice of some top academics within that university. All this raises the presumption that the discipline of Social Studies is still a victim of ignorance and misconception even in the highest circles of the Nigerian academia.

In view of all the foregoing, this study is as imperative as the growing need for the discipline of Social Studies itself in the Nigerian school system.

1.8 Scope and Delimitation

This study is delimited to the Social Studies students of the Nigeria Certificate in Education (NCE) at the Federal College of Education (FCEZ) in Zaria and the Kaduna State College of Education in Gidan Waya, Kaduna State. The researcher could not go beyond these two colleges because, virtually, they are the only standard colleges of education in Kaduna State. Furthermore, the NCE level was selected for this study because of its unique position in the pursuit of the objectives of Social Studies education in Nigeria. Students of the NCE programme are mainly trained for teaching at the primary level of education in the country. It is said that ‘first impression lasts longest’. As such, in view of the fact that the NCE products are

responsible for giving pupils at the primary school level their first impressions about Social Studies, there is no-gainsaying that the views and feelings being held about Social Studies by the NCE students could have a far-reaching bearing in determining the future of Social Studies in the Nigerian educational system.

1.9 Summary

This study was designed to investigate into the relationship between students' perception of Social Studies and their academic performance in that subject in colleges of education in Kaduna State. The study sought to assess the relationship between students' perception of Social Studies and their academic performance in the subject by focusing on three important dimensions, namely: 1) *the Social Studies Curriculum*; 2) *relevance of Social Studies education*, and; 3) *public attitude towards Social Studies education*. Five research questions along with four null hypotheses were deduced from the statement of the problem. The chapter also included statements of the purpose, assumptions, justification and delimitation of the study. The next chapter is devoted to review of relevant literature on the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with review of related literature and empirical studies on the theme of the study. In the light of the research questions raised in the last chapter, concepts under review in the present chapter include: definition of Social Studies; the nature, origins, scope and objectives of social studies; the relationship between Social Studies and the Social Sciences; relevance of Social Studies education in Nigeria; the general concept of curriculum and the Social Studies curriculum for the Nigeria Certificate in Education (N.C.E.); public attitude towards Social Studies in Nigeria; and, the concept of perception and its impact on academic performance.

2.2 Conceptual Framework of the Study

2.2.1 Definition of Social Studies:

A search through the textbooks confounds the student with numerous definitions of Social Studies. An oft-quoted definition provided by Kissock (1981:3) depicts Social Studies as

A programme of study which a society uses to instil in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves.

For Balyejusa (1981:10-14), the subject is defined as “the study of man as he interacts with the various environments - physical, economic, psychological, social and intellectual” In his own style, Onyabe(1980:1) portrays Social Studies as “an integration of experience and knowledge concerning man’s relations for the purpose of citizenship education”

While the various definitions of Social Studies presented above may appear to be mutually exclusive, a close examination would reveal that their discrepancies are a little more than using different words to describe the same thing – man in his environment. In view of that, perhaps Aina et al (1982:11) cut the long story short when they defined Social Studies simply as “a study of man in his totality” In other words, Social Studies is all about a comprehensive study of man’s history, location, culture, values and attitudes, as well as his daily transactions, interactions and contracts in his society.

However, Thompson, Bailey, & Hawes (1977:1) have questioned the justification for the huge expenditure of time and energy being put into the search for a universal definition of Social Studies. According to them, “... a definition on its own has only limited value. What is important in any subject is the way of thinking it encourages in those who teach and learn it”. Therefore, the efforts being exerted on the fruitless search for a universal

definition for Social Studies are better diverted, instead, to highlighting the practical uses of the subject. Social Studies is the type of learning that aims at creating a free society of responsible and responsive citizens by imbuing them with desirable attitudes and values as well as appropriate mental and physical skills and abilities for meaningful living and interaction. Social Studies should be thought of as the sum of learning derived from the various aspects of human thought and experiences for the purpose of solving 'man's interminable problems' (Bayero, 2007).

2.2.2 The Relationship between Social Studies and the Social Sciences

A definition of Social Studies will hardly make a complete sense if it does not include an account of the relationship between Social Studies and the Social Sciences (Geography, History, Political Science, Economics, Sociology, etc). This is because Social Studies is often confused with the Social Sciences, to the extent that some critics dismissed the former as a mere new name for the latter (Aina et al, 1982). The proponents of Social Studies reacted to this criticism by enunciating that Social Studies was neither a replacement for History, Geography, Sociology and other subjects in the Social Sciences, nor a mere amalgamation of these subjects, but rather an integration of relevant aspects of these subjects for a comprehensive

study of man and his environment. It has been revealed that the term Social Studies was first used to denote “findings and materials drawn from the Social Sciences which serve pedagogical purposes in the lower schools” (Gross, in Ololobou, 1999:2). Social Studies, as such, denotes the practicalization of the Social Sciences. The discipline of Social Studies draws on History whenever reference to the past is needed in order to understand man’s present. Udoh (1973:1) put the point straight by stating that “Through Social Studies the past and the present are closely interwoven”. Similarly, the Social Studies scholar resorts to Geography whenever the knowledge of man’s location is needed in order to understand his activities and behaviour. The knowledge of Economics is employed by the Social Studies scholar to explain man’s struggle to make a living. Also, the need to understand man as a member of society, and to understand social aggregates or human groups, link up Social Studies with Sociology and Anthropology - “the study of people in the broadest sense at all levels of development in every continent”(Otite & Ogionwo 2006:4) The great Greek political philosopher, Aristotle, described man as “a political animal” (Anifowose, 1999:1). No study of man will be complete if it excludes political organization of human relations. The necessity for understanding

and influencing man's life in political context brings aspects of Political Science into Social Studies.

According to Ololobou (1999:3-4), Social Studies and the social sciences have some similarities in the sense that both are interested in *man*, and also share content and methods to some extent. However, social studies and the social sciences also differ in the sense that whereas the former is concerned with breadth (in the selection of relevant concepts from the social sciences for the purpose of citizenship education) the latter is more interested in the depth of exploration and analysis of concepts. Perhaps one most striking difference between social studies and the social sciences is captured in the following passage by Ololobou (1999:4):

Social studies indulges greatly in value-clarification, leading the client carefully to acceptable value attitudinal positions. The social sciences concern themselves much less with value questions. They are "scientific" and therefore primarily seek to discover and establish the social truth.

To wit, the relationship between the Social Sciences and Social Studies is that of joining separate relevant parts to form a comprehensive whole. While the various social sciences tend to separate on account of specialization of interest, Social Studies correlates and synthesizes on account of unity of purpose - man. Where the various social sciences are descriptive, Social Studies tend to be prescriptive. Where the social sciences

are speculative, Social Studies is practical. As explained by Akinlaye (1981), Social Studies is not merely concerned with knowledge, as it is the case with the social sciences, it is also about inculcation of values and attitudes derivable from knowledge. In other words, whereas the social sciences emerged out of desire to acquire knowledge and to expand the frontiers of knowledge, Social Studies was borne by the need to apply knowledge to solve practical problems in everyday life of society. Social Studies is an inter-disciplinary approach to solving societal problems. It was against this background that some authorities referred to Social Studies as “integrated social science” (Afolalo, 1978:5). For the same reason others described Social Studies as “a cure for departmentalism” in the social sciences (Nicholson & Wright, 1953:51). In the words of Clement and Tabachnic (1966:27):

A single social science is a limited conversation about a narrow range of social residue. Human problems come whole: they do not sort themselves into university departmental structures or styles of discourse. The study of human problems is necessarily interdisciplinary: no one perspective and no one dialect can exhaust the ways in which men regard and talk about their circumstances.

According to Meurig (1975), one striking feature of Social Studies that distinguishes it from the traditional social sciences is practical methodology – as opposed to the traditional social sciences whose methods “rarely

involved anything more than the copying of copious notes on places, people and things”. Obilo (1982:iii) made a similar expression by stating that Social Studies

does not emphasize mere facts to be committed to memory. Knowledge acquired through participation, meaning that the individual should himself be involved in discovering the truth, is an outstanding feature of Social Studies.

Okunrotifa, Nabofa, Roy-Macaulay, Oluyemi, and Momodu (1981:1) agree with Meurig and Obilo by submitting that the uniqueness of Social Studies lies in the fact that it is “concerned with the direct interactions of people with their whole environment”.

Some analysts are inclined to view the relationship between Social Studies and the Social Sciences as evolutionary and complementary rather than inter-relative or interactional (Regan & McAulay 1964). According to this view, both Social Studies and the Social Sciences deal with human relationships but whereas the former deals with childhood and adolescence the latter deals with the level of adulthood. However, this view is obviously erroneous because it assumes that Social Studies is only useful to children and adolescents. In fact, Social Studies is useful and relevant to all categories of citizens in proportion to their peculiar societal needs and problems at any point in time. The role of Social Studies as a vehicle for citizenship education is a typical illustration of the general relevance of Social Studies education.

2.3 Nature and Scope of Social Studies

Social Studies should be seen as an indigenous learning exercise. As Balyejusa (1981:10) rightly put it, Social Studies should be seen as “an African idea and creation of concerned educators such as Kwame Nkrumah, Tafaw Balewa, Julius Nyerere, James Kenyatta, Leopold Sengor, and a host of many others”. These pioneer African nationalists who were educated under colonial rule, and who found the transplanted colonial education to be an instrument of European imperialism, sought to free Africans from mental enslavement to Europeans by domesticating the knowledge of the African through Social Studies education. Therefore, Social studies was borne by the yearnings, aspirations and insights of Africans themselves.

Also, Social Studies, as earlier stated, is a corrective study; its purpose is to remedy any educational ills at all times. It seeks to replace irrelevant learning experiences with relevant ones, to make the Nigerian learn and understand his own history and geography better than those of Europe and America. Social Studies is a practical enquiry into, and a quest for solution to, societal problem. It is not a speculative body of knowledge. As such it clearly identifies learning objectives before drawing up curriculum contents. Another feature of Social studies, Balyejusa argues, is that it puts man at the

center of focus: it is a study of everything in man's environment in relation to man's action.

The word 'scope' refers to the width and breadth, level of quality and quantity of a subject matter. In the case of Social Studies, scope is difficult to determine because of the very nature of the subject- matter. In the words of Oroje (1981:15)

Social Studies is concerned with a dynamic subject-matter - man's social behaviour and, in consequence of this, no Social Studies text book can claim to be either all inclusive or accurate for all times.

The fact is that Social Studies deals with practical issues pertaining to man and his environment, and not only that man's condition is changeable, dynamic and flexible but also, man's condition varies from one environment to another.

Another reason militating against a rigid scope for Social Studies is that, as earlier stated, objectives have to be identified and clearly stated before any curriculum content can be determined. In that case the scope of Social studies in any given situation or environment will be dictated by the aims and objectives to be pursued. Social Studies frequently changes its contents to reflect new national and international realities.

In view of the dynamic and flexible nature of Social Studies as explained above, although Social Studies is said to be taken from the Social Sciences, yet it can draw on any other discipline, including the Physical/natural sciences, depending on what specific objectives are to be pursued. In short, Balyejusa (1981:12) was right when he stated that “the scope of Social Studies will remain an ever-changing area given the factors of space, time and human development”

2.4 Origins of Social Studies and Its Evolution in Nigeria

Researchers have uncovered that the expression ‘Social Studies’ was first used in the academic circles of Americans during the last two decades of the 19th century, and gained official recognition by the American Government in 1916 (Ololobou, 2007). From America the idea of Social Studies as an educational answer to emerging social problems soon traveled to Europe. In the wake of the emergence of totalitarian regimes and abnormal social vices in European countries after the First World War, the Association for Education in World Citizenship (AEWC) was formed in the 1930s for the purpose of inculcating democratic attitudes and appropriate societal values in the citizens of some European countries (Aina et al, 1982). The influence of AEWG soon spread beyond the Borders of Europe and America, leading to a series of local and international conferences and seminars that were to

popularize the discipline of Social Studies around the world. The following words by Thomas Carlyle (in Nicholson and Wright, 1953:13) constitute a captivating expression of the sense of desperation that led Europeans to institute Social Studies in their school curriculum:

Few of the generations of man have seen more impressive days. Days of endless calamity, disruption, dislocation, confusion worse confounded: if they are not days of endless hope too, then they are days of utter despair. For it is not a small hope that will suffice, the ruin being clearly, either in action or in prospects, universal. There must be a new world if there is to be any world at all.

In America, Social Studies education was to be given a greater impetus by America's technological rivalry with the Soviet Union (Aina et al, 1982). The Soviet mission to space in October 1957 instigated a frantic overhaul of the entire educational system of an out-witted America. The wave of curriculum innovation instigated by this educational overhaul led to greater emphasis on the teaching of Social Studies in American schools as a way of instilling American values and patriotism in the younger generations of that nation.

It was in the context of this worldwide upsurge in citizenship education that Social Studies eventually reached Nigeria after her

independence in 1960 through what is now known as “the Ohio Project” which was a programme of educational partnership between the then Western Region of Nigeria and the University of Ohio in the United States of America (Makinde, 1979). The “Ohio Project” led to the development of the first Nigerian Social Studies curriculum at Ayetoro in Ogun State in August 1963.

As it happened in other parts of the world, Social Studies came to Nigeria through a series of curriculum innovation exercises, locally and internationally. Nigeria was one of the eleven African countries that attended the 1968 conference on Social Studies in Mombassa. This conference resolved on the need to inculcate African values and morals in the African child through the teaching of Social Studies. Following the Mombassa conference in 1968, Nigeria accelerated her March, both at private and at public levels, towards entrenching Social Studies in her educational system. In January 1969 the Social Studies Association of Nigeria (SOSAN) was inaugurated at Ibadan for the purpose of developing and promoting Social Studies education in Nigeria. On the public front the following exercises were undertaken:

- i. National Curriculum Conference (1969);
- ii. National Primary Education Curriculum Workshop (1971);
- iii. The Teacher Education Curriculum Workshop (1972);
- iv. The Secondary Education Workshop (1973);

v. The Seminar on National Policy on Education (1973).

The deliberations and recommendations of these conferences/workshops/seminars were to culminate in the Federal Government's National Policy on Education in 1977, which recognized and stipulated the imperative of instilling national values and attitudes in the Nigerian child through the teaching of Social Studies. Today, Social Studies is a compulsory subject for all pupils and students at the primary and junior secondary levels of education in Nigeria, and teachers are being trained in Colleges of Education throughout the country to enable them teach the subject professionally. The following passage by Okam (2002:16) summarizes the respect and paramount importance Nigerian educational thinkers and policy makers have come to attach to Social Studies education in the country:

A major development associated with the Nigeria National policy on education (1981) is the pride of place it has given to the Social Studies curriculum. The policy regards this curriculum package as a compulsory core subject area which all students in the secondary schools cannot dispense with in their learning activities. Very importantly, the policy endorses that the learning of the Social Studies curriculum in our secondary schools must be seen as one of those avenues of establishing strong bases for the production of effective citizens and of forging a cohesive society that will support a notion of nation-building.

2.5 Objectives of Social Studies in Nigeria

Why we teach Social Studies and what we teach in Social Studies are two questions that have, as Fenton (1966:5) put it, “As many answers as those who ask and answer them”. Social Studies aims at studying social action, addressing social needs and problems. As such there are as many varieties of objectives of Social Studies as they are varieties of social needs and problems. The objectives of Social Studies vary from one country to another, depending on the social conditions of the country concerned. But by-and-large, according to Ololobou (2007:4), a typical Social Studies programme must encompass four cardinal objectives, viz: *the environment, the various skills, values and attitudes and emerging issues (or current affairs)*. Ololobou (1999) also emphasizes that Social Studies in Nigeria seeks to re-establish the pre-colonial traditional African educational values, which include honesty, hard-work, mutual cooperation, and consent and conformity to traditional social order. On their own part, Aina et al (1982:11-12) are of the view that based on the rationale and motives behind the creation of Social Studies in Nigeria, the objectives of the programme may be broadly outlined as follows:

1. the creation of an awareness in the learners about their surroundings;

2. the development of specific fundamentals such as attitudes, values and norms of the society;
3. the promotion of effective and active citizenship;
4. the promotion of understanding of social problems of their locality and finding possible solutions to them;
5. the nurturing of the ability to relate favourably to the products and peoples of the nation;
6. helping the learners to develop the right attitude toward the leaders of the nation;
7. the creation of understanding of their role during election, especially on how to discharge their duties efficiently;
8. the development of the ability to think reflectively and come to independent conclusion;
9. the development of understanding of how the lives of people who lived in the past affect our present day lives and how we can improve the present for the future;
10. The demonstration of flexibility and willingness to accept necessary changes within a system i.e. education, Government, or the law for the good of all;
11. The appreciation of the rules and regulations that guide behaviour for mutual respect as very important regardless of our differences;
12. the creation of an awareness that discipline is essential for an orderly society.

As explained by Obameata, Ogungua, Agu, & Laosebikan (1981), the objectives of Social Studies in Nigeria naturally reflect the national objectives of education as a whole. The reason behind this is two-fold. Firstly, Social Studies is a subject that draws from all the fundamental subjects at the primary and secondary levels of education: History, Geography, Civics, Language, Science, Arts, Religion, Health Education, etc. As such the objectives of Social Studies tend to reflect the objectives of all these subjects. Secondly, because Social Studies is primarily conceived

and designed to offer a comprehensive explanation to societal life, its objectives must necessarily be as comprehensive as the national goals of education.

The national educational goals as laid down in the National Policy on Education (1998) are outlined below:

- (a) The inculcation of national consciousness and national unity; (b) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; (c) the training of the mind in the understanding of the world around; (d) the acquisition of the appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of his society.

In view of all that, it should be emphasized that no statement of Social Studies objectives can be taken as all-inclusive; new objectives can always be conceived in line with the dynamic, flexible and all-purposive nature of Social Studies as a problem-solving discipline. Maduewesi (2003: ii) alluded to this point in his foreword to the national curriculum for primary school Social Studies when he stated as follows:

The curricular prescriptions presented in this document represent the minimum content of what should be taught in all Nigerian schools. This notwithstanding, teachers in the different states and Local Government Areas are free to draw upon their immediate environment for additional materials.

2.6 Relevance of Social Studies Education in Nigeria

As Balyejusa (1981) rightly argued, if no one can dispute the fact that the Nigerian child needs to know more about the history and geography of his own country than the history and geography of Europe, then no one can question the need for Social Studies in the Nigerian school system. Social Studies seeks to reverse the colonial order of education that made the Nigerian child learn more about Europeans than about himself. Okam (2002:465) is of the view that Social studies in Nigeria aimed at breaking the ethnic, religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation-building can be facilitated by the concerted efforts of those divergent peoples of the Nigerian polity. As the need to inculcate democratic values and attitudes in the wake of the influx of migrants into the United States of America called for the teaching of Social Studies in that country (Ragan & McCauley 1964), so did the need for mutual understanding, mutual respect and mutual appreciation among the contiguous peoples who formed the Nigerian nation in 1914 warranted the establishment of Social Studies in the Nigerian educational system. It would be very difficult for the almost four hundred ethnic groups of Nigeria, with their diversity of language, customs, etc, to work together

unless they were given a common orientation as compatriots. It is the purpose of Social Studies education to provide that common orientation.

The need for Social Studies in Nigeria is expanding by the day as societal and national challenges tend to increase. The adaptation from military rule to civilian democratic governance; the perversion of the national culture and morality by Western values through the printed and electronic media, especially the Internet; the ever-escalating problem of corruption in the public sector; the spectre of ethno-religious conflicts, especially in view of the new neo-colonialist ‘war on terror’ which appears to be inflaming relations between Muslims and Christians in the country; and host of other factors, all call for a type of national re-orientation that can only be provided through the flexible and dynamic medium of Social Studies education. An American professor, in Jerolimiek (1986:3), made this assertion to a congregation of American educators: “So teach Social Studies as if your way of life depended on it – because in a real sense, it does”. The obvious point is that if an America that has attained societal integration and racial harmony to the extent of having a black president cannot do without Social Studies, then, a Nigeria that is still faced with the looming prospect of, in the words of the late Yusuf Bala Usman (1999:31), “disinheriting and disenfranchising tens of millions of Nigerians who have made other parts of

Nigeria their homes” in the event of the collapse of the shaky federation of Nigeria, is in even greater a need for Social Studies education. Social Studies is needed to make Nigerians understand, as observed by Lebowitz (1981), that the peoples constituting the Nigerian population have much more in common than they differ. If Nigeria is said to be a nation in need of “ethical revolution” (Ilori, 1994:18), then Social Studies as an inculcator of values and attitudes is indispensable for the country. Furthermore, the increasing popularity of the idea of globalization makes Social Studies education an imperative manual for Nigerians in their bid to interact with the outside world (Ayodele, in Iyela et al, 2006).

In a nutshell, Social Studies as a vehicle for citizenship education is *sine qua non* in the Nigerian educational system for the purpose of raising Nigerian generations imbued with the spirits of national patriotism, political awareness, political activism , democratic values and attitudes, moral consciousness and moral responsibility, if Nigeria would be developed competitively with other nations of the world.

It is rather unfortunate, as observed earlier on, that the impact of Social Studies education in Nigeria has not been found satisfactory in terms of dealing with the problems it was conceived to address. The gap between theory and practice in Nigerian social studies may be blamed on two major

factors beside lack of adequate human and material resources. In the first place, it is disappointing to note that regional tension and ethnic rivalry in Nigeria have not allowed for the kind of objectivity needed in the teaching of Social Studies for the effective citizenship required in Nigeria (Okam 2002). In the second place, the government of Nigeria has not really put Social Studies scholars in the country to effective use for the purpose of solving the problems the subject was introduced to solve. So far the unenviable impression is that teaching in the classroom is the only use of Social Studies scholars in Nigeria. For the real objectives of Social Studies in Nigeria to be attained, the Nigerian government must establish appropriate centres and agencies through which Social Studies academic products can be used for effective delivery of citizenship education to the general public. In a sentence, Social Studies education is needed anywhere change of attitude is required – be it in the school, the army, the police, the prisons, the community or the parliament.

2.7 The Concept of Curriculum

The term ‘curriculum’, which comes from the Latin word *currere* (which literally means ‘to run’), traditionally means a ‘course of study’ (Ben-Yunusa, 2000:1). In its technical sense as an educational concept, however, the term curriculum, like many other educational concepts, is one that has

defined a generally accepted definition. Walton et al 1976 (in Ben-Yunusa, 2000:1), defines curriculum as “that content and those processes designed to bring about learning of educational value” For Oriaifo(2005:1), curriculum is “a planned composite that attempts to communicate the essential principles and features of an education proposal to facilitate student attainment” In their own style, Tanner and Tanner(1975), in Ben-Yunusa(2000:2), depict curriculum as

the planned and guided learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience under the auspices of the school for the learner’s continuous and willful growth in personal social competence.

Whereas some see the various definitions of ‘curriculum’ as nothing more than using different words to describe the same thing, others are of the view that different definitions tend to emphasize on different aspects of the concept of curriculum. Godwin (in Ivowi, 1984:2), for instance, “has grouped the various definitions of curriculum into three common places of teaching, learning and governance”. In other words, Godwin expounds that whereas some definitions are teacher-centered (that is, highlighting what the teacher imparts to the learner), other definitions tend to be learner-centered (that is, placing emphasis on all the experiences the learner acquires in the school irrespective of the role of the teacher); yet still other definitions of

curriculum portray it strictly as the educational blue-print of school authorities. This led Godwin himself to define curriculum as “a logically connected set of conceptually and pedagogically analyzed knowledge and value claims” (Ivowi, 1984:3). Ivowi (1984) explains that this definition by Godwin not only encapsulates all the three categories of definition but it also goes further to embrace what is learnt even outside the school.

In view of the foregoing, the term curriculum may be comprehensively defined as the totality of knowledge, experiences, attitudes and values, embodied in a set of contents, transmitted through definite processes, formal or informal. As Cornbleth (1988) rightly analyzed, though it is an organized body of contents and processes aimed at effecting experiences and changes necessary for achieving specified educational goals, curriculum is neither tangible nor constant; it changes with change in society. Against this background, Cornbleth submitted, some analysts even prefer to use the compound term “the curriculum-in-use” rather simply saying ‘the curriculum’.

The educational curriculum of any nation must be a typical reflection of the values and ideals of the society concerned (Vekaian, 2007). But ultimately, as rulers are the drivers of society and are in a position to mould or re-mould the values and ideals of the society, the nature and content of the

curriculum of any nation depend upon the educational philosophy of the rulers of that nation (Khan, 2007). The educational philosophy of the rulers is in turn nurtured by their political beliefs and ideals. Communist rulers, as for instance, will not allow 'respect for democracy and the rule of law' to be entrenched in the educational curriculum of their nation.

It would appear from the forgoing analyses that, irrespective of how curriculum is conceived or what words are used in defining curriculum, the ability of any nation to achieve its educational goals is predicated on the soundness of its educational curriculum. The common feeling usually expressed by stake-holders in Nigerian education is that so far there is little to show as success of the Nigerian educational system in terms of realizing the national objectives of education. Some authorities have described education in today's Nigeria as "sick or prostrate" and challenged that the entire system of education in Nigeria needs repositioning (Ali, 2005, in Obe, 2008:121). Not surprisingly, in spite of the fact that some analysts have questioned whether there is any historical evidence of curriculum change ever bringing about better educational outcomes in society (Watson, 2002), bad patterns of curriculum innovation and change have generally been blamed for Nigeria's apparent educational failures (Adamu, 1994).

Nigeria is a nation with a standardized curricula designed for the purpose of ensuring harmonious learning experiences and educational outcomes for all citizens (Okam, 2002). As such, Social Studies education is part and parcel of the “sick or prostrate” education produced by the faulty curricular system of the country. As the efficacy of any discipline inextricably stems from the soundness of its curriculum, one cannot hope to accomplish the task of fostering students’ interests in Social Studies without taking into account the quality and quantity of its curriculum. Ajala (2002:27) was right in stating that Social Studies cannot succeed in realizing its goals and objectives in the Nigerian system of education unless Nigerian educators themselves are able to produce “better curricular and instructional policy decisions”. Against this backdrop, the next section of this chapter is a concise survey of the Social Studies curriculum in Nigerian colleges of education to be.

2.8 The Social Studies Curriculum for the Nigeria Certificate in Education (NCE)

If Social Studies is “equated with history plus geography plus literature plus all that is done to develop social understanding and social responsibility” (Chapman-Taylor, 1978:87), then, the difficulty involved in determining social studies curriculum is obvious. Consequently, as noted by

Ogunsanya (1984: 24), “the major problems often encountered in the organization and implementation of Social Studies curriculum are those of scope and sequence”. The development of social studies curriculum for any level of education involves the laborious task of selecting the most relevant aspects of all the various constituent subjects earlier on mentioned.

The task of developing Social Studies curriculum for the Nigeria Certificate in Education (NCE) is assigned to the National Commission for Colleges of Education (NCCE), which was borne by decree No. 3 of the Babangida regime in 1989 (Abok, 1996). The mandate of the NCCE included the setting of minimum standards, provision of guidelines and accreditations for all teacher-education programmes conducted by Nigerian colleges of education. An outline of the current curriculum for the NCE Social Studies programme (‘Double Major’), as issued by the NCCE (2002), is provided in Appendix A attached.

An insightful exposition on the NCE curriculum was done by Abok (1996). Although Abok’s analysis was on an earlier version of this curriculum, the content-changes effected on that version to produce the current one are too insignificant to invalidate the applicability of Abok’s observations to the current version of the curriculum. According to Abok, while the NCE curriculum may appear to be comprehensive and satisfactory

in terms of adequacy, relevance and continuity, the moral and intellectual personality of the NCE trainee is the final determinant of how effectively the curriculum can help achieve the objectives of Social Studies education at the NCE level, which is to prepare teachers who are academically and professionally capable of inculcating the desired attitudes, values and skills in their pupils at the lower school levels. For instance, before a Social Studies teacher can be expected to succeed in inculcating spirits of good citizenship, Abok noted, the teacher himself must exhibit qualities of good citizenship.

The fundamental question, therefore, is whether or not students at the NCE level perceive the NCE curriculum of Social Studies as positively as non-students, including Abok himself, would be inclined to perceive it. In other words, the degree of readiness of the NCE students to imbibe and explore the NCE curriculum depends on how much positive views and beliefs they hold about the curriculum. It is hoped that this study would help determine students' perception of the NCE curriculum with the ultimate goal of effecting necessary adjustments in the curriculum to stimulate more of students' interest in the Social Studies programme.

Another issue to be resolved with respect to this curriculum is 'how satisfactory is its implementation?'. As lamented by Ogunsanya (1984:24),

the problem usually faced in the implementation of Social Studies curriculum is that

nearly all the teachers of the subject specialize in other subjects, like history, geography, sociology, political science, economics, and so on. The result is that these teachers look at every topic in social studies and teach the topic from the perspective of their respective areas of specialization.

The usual result of the specialization-bias of the various teachers involved in the implementation is lack of proper coordination and interconnection of ideas and concepts in the implementation process. Consequently, the implementation of any comprehensively drawn curriculum of Social Studies may not necessarily be as comprehensive as the contents may appear to be. There is need therefore to find out how comprehensive students perceived the implementation of the NCE Social Studies curriculum.

2.9 Public Attitude towards Social Studies

The New Encyclopedia Britannica (2007, Vol. 1:687) defines attitude as

a predisposition to classify objects and events and to react to them with some degree of evaluative consistency.

In a simplified phraseology, attitude is the predisposition to classify things, places, people and impressions into good and bad, pleasant and unpleasant, beautiful and ugly, the same and different, etc. Similar to the

foregoing definition of attitude is that of Mouly (1973:413 - 416) which says:

Attitudes may be thought of as learned patterns of behaviour which predispose the individual to act in a specific way toward certain persons, objects, or ideas...

Mouly explains that attitudes have three basic components, viz: (1) affective component, which deals with feelings about the attitude-object, (2) cognitive component, which is concerned with intellectual ingredients in one's view of the attitude-object, and (3) action component, which involves the individual's behaviour toward the attitude-object as a result of interaction between the affective and cognitive components. Mouly goes further to enunciate that attitudes may be developed from the individual's own personal experience or as a result of deliberate inculcation by others. Also, attitudes may be adopted through imitation. Brown (1965:477) talks of "The authoritarian personality and the organization of attitudes" whereby the attitudes of a charismatic personality are blindly adopted by his followers or admirers.

Going by the Oxford Advanced Learners Dictionary's definition of the word *public* as referring to something "concerning people in general", the concept of 'public attitude' in this study thus refers to the general dispositions of the Nigerian people to like or dislike, to respect or disrespect

Social Studies as a school subject or an educational programme. The New Encyclopedia Britannica (2007, Vol. 1:687) states that “the quality of one’s attitude is judged from the observable, evaluative responses he tends to make”. It would be recalled that in chapter one of this study the researcher relayed reports from some Social Studies students indicating poor public attitude toward Social Studies in Nigeria. The students reported relatives and friends ridiculing them for reading Social Studies. In addition to that, in September 2008, the researcher asked a class of twenty-seven Social Studies students at the Ahmadu Bell University to write a composition on their perceptions of Social Studies. The twenty-seven students, many of whom were NCE products, were all unanimous in reporting that the Nigerian public does not have much respect for Social Studies as a school discipline. As to why the Nigerian public attitude towards Social Studies was poor, the twenty-seven students were also unanimous in stating that the apparent lack of professionalism in teaching Social Studies is one particular factor accounting for the poor public attitude toward the subject in Nigeria; that is to say, Social Studies is being handled as a subject that can be taught by anyone who has passed through the school system and does not entail any special training or expertise on the part of the teacher.

Studies conducted on students' perceptions and attitudes toward Social Studies at the secondary school level in various parts of the country have often produced mixed signals. For instance, these studies have tended to reveal that Social Studies is more popular with girls and students from lower social class backgrounds than with boys and students from upper social class backgrounds (Abubakar, 1993; Bashir, Okashi, Abdullahi, Ringim, & Lami, 1997). On the one hand, in view of the popular belief that 'if you educate a woman, you educate a nation', the popularity of Social Studies with girls could be seen as a good scenario for prospects and opportunities of Social Studies in Nigeria. But on the other hand, in a male dominated society like Nigeria, especially in the northern part of the country whereby female education is considered unimportant or even a taboo (Nasir, 2001), the relatively poor approval of Social Studies among boys and students from upper and middle classes, who invariably are the shapers and controllers of public opinion, is not a good omen for public status of Social Studies in the Nigeria educational system. Furthermore, research has established that students from low social classes generally tend to record relatively low academic achievement (Ughamadu, Egbuchulem, & Enueme, 2002). As such, in order to strengthen the public image of Social Studies and brighten up its future in the Nigerian educational system, efforts must be

made to make Social Studies as attractive to boys and upper social class students as it is to girls and lower social class students.

It would be learnt from the operant conditioning theories of Pavlov (1927) and Skinner (1953), whereby positive reinforcements and negative reinforcements encourage learning and discourage learning respectively (Igbo, 2003), that positive public attitude toward a certain course of study may stimulate students' interest in that course; similarly, negative public attitudes towards a course of study may militate against students' interests in that course. In either case, the level of students' academic performance in a subject cannot be indifferent to their level of interest in the subject.

2.10 The Concept of Perception

Psychologists explain that the human learning process consists of three stages viz: “reception by the senses, analysis of the meaning by the short-term memory and storage of the information in the long-term memory” (Riding, 1977:3). A diagrammatic illustration of this process is presented by Riding as follows:



According to this analysis, information received by the sensory organs (that is, the eyes, ears, tongue, skin, nose, etc) is passed into the short-term memory unit where such information is analyzed and interpreted. If the short-term memory unit considers such information worthwhile, then it will pass that information into the long-term memory unit where it will be stored for recall or retrieval as and when required. On the other hand, if the short-term memory unit considers the information received to be unimportant, then that information is jettisoned and not passed into the long-term memory for recall or retrieval.

The process of reception and analysis of information received by the sensory organs, as outlined above, is what is termed by psychologists as *perception*. In the words of Akinade (2005:136), perception can be defined as

“a hypothesis or prognosis for action which comes into awareness when stimuli impinge on the organism”. Perception and awareness are synonymous, the former emphasizing the stimulus in the process. Perceiving is becoming aware of stimuli.

For Umeano (1999:38), perception, which comes from the noun *percept*, meaning “an impression of an object”, should be defined as “the process in which sensory experiences are organized and made meaningful.” Kuppuswamy(1991:162) explains that perceptions are conditioned and

contorted by “specific social and psychological variables” Against this backdrop, not only that different individuals may perceive one and the same thing differently but also the same individual may perceive one and the same thing differently at different times or on different occasions – all depending on the specific social and psychological variables obtained at a given time or occasion of perceiving. These social and psychological variables include, according to the Gestalt school of psychology (Kuppuswamy, 1991): the background relationship or environment of the thing being perceived; the similarity between other things and what is being perceived; the proximity or nearness in space between other things and what is being perceived; the level of inclusiveness or comprehensiveness of the thing being perceived; the degree of continuity in the manner of presentation or arrangement of what is being perceived; and the level of familiarity the perceiver already has with the thing being perceived. It is in view of all these Kelly & Cod, in Odoh (2003: viii), regard perception as:

An event within the person (or respondent), primarily controlled by the excitation of sensory receptors, yet also influenced by other factors of a kind that can be shown to have originated in the life history of the respondent.

Castle (1965) explains that although all perceptions pass through the same process yet certain things are more difficult to perceive than others; that is

because the level of difficulty involved in perceiving depends on the degree of complexity of the object being perceived vis-à-vis the perceiver's level of previous knowledge or experience.

The Social and psychological determinants of perception, as outlined above, make individuals' perceptions so subjective that some psychologists have expressed their skepticism in the following vein:

Perception mostly concerns how we make sense of our visual world. Since our contact with the world is through our senses, the question which arises is whether we see 'reality' or whether what we see is guided by expectation... (Fulcher 2003:22)

The fact is that our perception, whether favourable or unfavourable, could be wrong as a result of faults in our senses which organize and coordinate the perception process. Wrong perception may also emanate from our previous experiences or prejudices. All this indicate that for our perception of anything to be accurate, the very process of that perception itself must be subjected to scrutiny; in other words, we must investigate how our old experiences, our prejudices, our environmental factors and the like might have contributed to make us perceive a particular thing the way and manner we perceive it. Hence the need to investigate how the nature of the Social Studies curriculum, public attitude towards Social Studies and other relevant factors contribute to shape students' perception of Social Studies.

2.11 The Effect of Perception on Academic Performance

Perception has already been defined as the process of formation of sense-impressions through integration, organization and interpretation of sensations as a result of interactions between the sensory organs and the central nervous system (Kuppuswamy; 1991). Academic performance, on the other hand, may be defined as the sustained ability displayed by a student in the subject on which he/she is tested (Onifade, 1991). In other words, academic performance refers to the recurrent proficiency a student displays in a subject or course of study under favourable conditions. Academic performance may be thought of as “the out-put of students as measured by the results of their internal and external examinations” (Raji, Fagbolagbun, Abdussalam, Alabi, & Owonaiye, 1995:7). In line with these definitions, three students whose recurrent average scores in a subject are 70%, 50% and 30% may be said to have high academic performance, average academic performance and poor academic performance, respectively.

The relationship between perception and academic performance is explained by the relationship between motivation and learning. Motivation in education means any factor that stimulates interest in studies (Kuppuswamy, 1991). Abdullahi, in Iroegbu (1998:13) defines motivation in

the classroom situation to include “all those factors that initiate, direct and sustain learning in the individual”. These factors include: interest, parental support, teacher’s support, availability of resources and career opportunities, peer group attitudes, personal goals and ambitions, and incentives in their various forms. Thus, motivation may be internal (that is, personal goals or interests of the learner) or external (that is, incentives or encouragements from factors outside the learner).

Research has indicated that motivation traits account for “23 – 27% of total variance in school achievement” (Cattel et al, in Adeniyi, 2006).

Thorndike’s Law of Readiness states that (Adeyanju, 1996:67):

When an organism is ready to do something the doing of that activity is satisfying, but when it is not ready, the effect is dissatisfying. Therefore, readiness is important to achieve success.

Readiness is conditioned by motivation; people will hardly be ready to do any thing if they have no motivation to do that thing. The pertinent point is that sound academic performance can only come as a result of effective learning; there can be no effective learning without strong motivation to learn; and motivation to learn anything can only proceed from a favourable perception of that thing. In other words, if Social Studies students do not possess sound perception of the subject, then they will have no motivation to study or learn it effectively so as to attain high academic performance in it.

There are many studies indicating the existence of correlation between achievement motivation and self-esteem (Ajayi, 2002:221-4; Adediran, 1985:29) Social Studies students must possess sense of pride in themselves as Social Studies students before they can be expected to record impressive performance in the subject. The need for strong learning motivation, nurtured by sound perception, in Social Studies students becomes even more imperative once it is recalled that social studies is a problem-solving discipline. A discipline that is purported to proffer solutions to emerging problems in society certainly requires a high sense of innovation on the part of its scholars and, as Akinboye (2000:60) rightly stated, “innovation requires a vision”. There is no gainsaying that for one to really have a vision, one must have a strong sense of purpose and unflinching commitment to one’s cause.

2.12 Review of Related Studies

The researcher has not come across a significant amount of empirical studies on the topic of this study. There are many studies carried out on the perception and attitude of students and teachers towards Social Studies in Kaduna State and other parts of the country, but these are mostly concerned with the secondary level of education. These studies have generally reported

positive perceptions and attitudes of students and teachers at the secondary school level towards Social Studies.

In studying the “Attitudes of Teachers and Students towards the Introduction of Social Studies into Senior Secondary Schools in Sokoto State”, Abubakar (1993) analyzed the views of 279 teachers and students. He concluded that although both students and teachers of various subject-backgrounds would welcome the introduction of Social Studies into Senior Secondary Schools, the favour was more on the part of female students than on the part of the male students. Similar to the findings of Abubakar was that of Bashir, Okashi, Abdullahi, Ringim, and Lami (1997) who studied the “Attitudes of Students toward the Introduction of Social Studies into Senior Secondary Schools in Niger State”. Bashiru et al, investigated a sample of 150 students across Niger state and submitted the following:

- i. There is significant difference between the attitudes of male to those of female towards the introduction of Social Studies at senior secondary school level, with female favouring its introduction more than the male (possibly because females are good in Social Sciences, while males prefer Sciences).
- ii. There is significant difference between the attitudes of students of illiterate parents to those of literate parents towards the introduction of Social Studies at senior secondary school level with students of illiterate parents favouring the introduction more. (The reason may be because the literate parents want their children to study science and engineering).

In 1993, Abonu used the Likert type questionnaire to study the views of 524 students and 160 Social Studies teachers at Junior Secondary Schools in Benue State. The report of Abonu’s study was generally positive.

Precisely, the following two points were among the most interesting revelations of Abonu's study:

- i. Students of literate parents were more favourably disposed towards Social Studies ... than their counterparts from non-literate homes.
- ii. There was no significant difference between the perception of male students and that of female students in attitudes towards Social Studies ... However; one could say that there was a slight difference in their mean in favour of the male students.

These findings by Abonu clearly contradict the findings by some Northern states' investigators that Social Studies is loved more by girls and students from illiterate homes than boys and students from literate homes. This seems to suggest that there is a gender and social class conflict between the North and the South in terms of perception of Social Studies.

Several Studies have also been carried out on students' perception of Social Studies at the undergraduate level at the Ahmadu Bello University (A.B.U) in Zaria. In 1986 Ademola, Nyayisa, Abolaji, Olumola Gali, Salihu, Dan Alfa, Amoh and Tizhe studied the perception of Social Studies by eighty (80) undergraduate students at the A.B.U. Using a 51-item questionnaire to generate data. These researchers, who described their work as "the first of its kind", carried out a comparative analyses on the perceptions of Regular students and Long Vacation Term (L.V.T.) students and found a favourable perception of the learning, teaching and prospects of the subject by both

categories of students. In a similar study at the same university (A.B.U) in 1994, Omodele investigated the attitudes of 385 Arts and Social Science students toward Social Studies. His study made some important revelations, viz: that (1) Students' attitude toward Social Studies varied from one discipline (that is, History, Political Science, Geography, etc) to another, with students of History having the strongest views about Social Studies; (2) Social Studies is viewed in a way different from its intended objectives; and (3) Social Studies is not really different from the other Arts and Social Science subjects.

Omodele's findings tend to raise questions about the relevance of Social Studies in the country. To wit, if Social Studies is not different from the social sciences then there is little need for introducing the former.

The most pertinent study was that of Ubah (1991). Ubah's study was on "Teachers' and Students' Perception of Social Studies in Colleges of Education in the Kaduna State of Nigeria" The sample of his study was composed of 24 Social Studies teachers and 135 N.C.E.II students selected from the Federal College of Education in Zaria and the Kaduna State College of Education in Kafanchan. Using the Likert type questionnaire to generate data, Ubah sought to discover how types of qualification and levels of experience influenced teachers' and students' perception of Social

Studies. Ubah's study found that previous educational background, type of qualification and level of experience played a role in the variation of perception of Social Studies by both teachers and students. Those teachers who had qualification in Social Studies, or had been teaching Social Studies for longer periods, had better perception of the subject than those teachers who had specialized in Social Science disciplines other than Social Studies or had not yet taught Social Studies for long. Similarly, students with Arts and Social Science background (at secondary school level) had better perception of Social Studies than those with science background. On a general note, however, Ubah's study concluded as follows:

...it could be inferred from the findings, that the inability of the nation's educational system, to solve the social problems in the society, stems from the teachers' and students' poor perception of the contents, aims and objectives of the Nigerian Social Studies. There is therefore a great need for further research in order to come to grips with the poor perception of Social Studies in colleges of education in the Kaduna State of Nigeria.

One crucial exercise none of the studies reviewed here has undertaken is to explain how the various attitudes and perceptions of students of Social Studies affect their academic performance in the subject. The present study is intended to fill up this crucial information gap by investigating the relationship between students' perception of Social Studies and their academic performance in the subject in Colleges of Education in Kaduna

State. As Ndagi (1999:123) rightly noted, the ultimate goal of every worthwhile educational research is to create “the condition for effective learning”. As academic performance is the most common and reliable measure of effective learning in the classroom situation, studies of students’ perceptions of subjects will be most worthwhile if such studies are extended to ascertaining how students’ perceptions of subjects affect their academic performances in the same subjects.

2.13 Summary

This chapter has reviewed related literature on the topic of the study. The concept of Social Studies, its nature, scope, origins, objectives and relevance to the Nigerian situation have all been discussed. A global conceptualization of the notion of curriculum has also been examined, followed by a concise review of the N.C.E. curriculum in Nigerian colleges of education. Furthermore, the chapter has talked about Nigerian public attitude towards Social Studies and the apparent effect of this public attitude on students own attitudes toward the subject. Again, the relationship between perception and academic performance has been analyzed so as to demonstrate how positive perception of Social Studies is instrumental to high academic performance in the subject. The next chapter is concerned with the design of research methodology and instrument for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, description of the population, sampling procedure, administration of research instruments, as well as the statistical procedure for analysis of the data obtained. The study aimed at determining the relationship between students' perception of Social Studies and their academic performance in the subject in colleges of education in Kaduna State. The dimensions of perception of Social Studies being investigated are:

- (1) the social studies curriculum;
- (2) relevance of Social Studies education; and
- (3) public attitude towards Social Studies.

3.2 Research Design

The researcher employed the descriptive survey method to carry out this study. According to Osula (1985), in Nasir (2001), the survey method is widely used in social/behavioural research because of its suitability for research of that kind. The survey method facilitates a scientific selection of a

representative small sample of a large population such that the findings from the sample can be fairly generalized to the parent population.

3.3 Population

The population of this study consisted of Social Studies students of the second and third levels of the Nigeria Certificate in Education (NCE) at the Federal College of Education (FCEZ) in Zaria and the Kaduna State College of Education (KSCOE) in Gidan Waya. The two levels of the NCE (that is, NCE II and NCE III) at FCEZ and KSCOE had a combined total student population of 929. (See Table 3.1 below)

Table 3.1 Population of NCE 2 and NCE 3 Social Studies students of FCEZ and KSCOE

Name of College	No. of NCE 2 Students	No. of NCE 3 Students	Total
FCEZ	317	312	629
KSCOE	196	104	300
			929

3.4 Sample and Sampling Procedure

The sample for this study was drawn from the population of the second and third levels of the Nigeria Certificate in Education (N.C.E) at the FCEZ and KSCOE. The two levels of NCE (i.e. NCE II and NCE III) had a total population of 929. Ball and Gall (1971), in Iroegbu (1998), have

indicated that twenty percent (20%) sample is sufficient for a population of up to one thousand subjects. Thus out of the total population of 929 students, a sample of 233 students was selected for the study. This sample represented 25% of the total population of the study. The stratified random sampling technique was used to select 25% of the students from each of the various classes involved. Tables 3.2 below shows the distribution of the sample among the various classes.

Table 3.2 Distribution of Sample among the various classes at FCEZ and KSCOE.

Name of College	No. of NCE 2 Students Sampled	No. of NCE 3 Students Sampled	Total
FCEZ	80	78	158
KSCOE	49	26	75
			233

3.5 Instrumentation

Two research instruments were used. The first instrument, titled “Request for Validation”, dealt with the criteria for rating students’ examination scores by lecturers of Social Studies. The following criteria was set for ranking students’ examination scores (see Appendix G):

70 -100% = High Performance;

50 - 69% = Medium Performance;

40 - 49% = Low Performance;

0 - 39% = Poor Performance.

Out of nine (9) NCE lecturers selected from the FCEZ to vet these criteria, seven (7) lecturers approved the criteria as accurate.

The other instrument, titled “Students’ Questionnaire”, was the Likert style questionnaire which was used for generating data from Social Studies students. Selliz (1967), in Philips (2001), has reported that the Lykert style questionnaire is the most frequently used in Social Studies research because of the high degree of freedom it provides the respondent in choosing responses. This style of questionnaire consists of five (5) columns, viz:

1. Strongly Agree (SA)
2. Agree (A)
3. Undecided (U)
4. Disagree (AD)
5. Strongly Disagree (SD)

However, according to Shaibu (2008), it has often been observed that the Undecided (U) column has the tendency to create a factual vacuum in the data collected since it provides latitude for some of the respondents to provide no useful information by simply stating ‘undecided’. Against this backdrop, the Undecided (U) column was dropped from the questionnaire so

that every respondent would be offered the opportunity to express his/her concrete views on everyone of the items in the questionnaire. The responses were then scored as follows:

Strongly Agree (SA)	-	4
Agree (A)	-	3
Disagree (D)	-	2
Strongly Disagree (SD)	-	1

The questionnaire, which contained 36 items covering all the three (3) dimensions of perception of Social Studies being measured, was divided into two (2) sections lettered A-B. These sections are sketched out as follows:

Section A: Background information on the student, such as class, student number, sex and age;

Section B: Students' Perception of Social Studies.

There were 30 statements in section B. statements 1 – 10 dealt with the Social Studies curriculum; statements 11 – 20 dealt with relevance of Social Studies; and statements 21 – 30 dealt with public attitude towards Social Studies.

3.6 Validity and Reliability of the Instrument

Eight experts - drawn from Social Studies, Curriculum Studies, Mathematics and Educational Psychology/Counseling at the Department of Education, Ahmadu Bello University, Zaria - helped to vet the questionnaire for the purpose

of determining its face validity. Iroegbu (1998) has indicated that for a sample of up to 360 subjects, 12 subjects are sufficient for a pilot study. Thus the questionnaire was pilot-tested on twelve Social Studies students randomly selected from NCE II at the FCEZ. Using the “odd-even” approach, the scores of the twelve students were “split-halved” into group X (for the odd numbers) and group Y (for the even numbers). The scores on X were correlated with the scores on Y using Pearson’s Product Moment Correlation Coefficient. The computer analysis produced a correlation coefficient of 0.7692 (Appendix F). This was adjusted using the Spearman-Brown Formula stated below (Best and Khan, 1993:314):

$$r_1 = \frac{2r_2}{1 + r_2}$$

Where r_1 = adjusted coefficient and r_2 = obtained coefficient.

The adjusted coefficient was found to be 0.87. This was found satisfactory enough for use in the main study.

3.7 Administration of the Instrument

With the help of two research assistants in each of the two colleges involved (i.e. FCEZ and KSCOE), the researcher administered the questionnaire to all the 233 respondents. The Social Studies Heads of Department and teachers of both colleges all showed strong interest and

hope in the study and so they also became actively involved in getting the students answer the questionnaire. The correct procedure for completing the questionnaire was explained to the respondents. Care was taken also to provide a convincing explanation to the respondents that the request for their registration numbers in the questionnaire was meant to enable the researcher access their examination scores and that all information provided by them would be treated in strict confidence.

3.8 Data Analyses

The primary data collected were processed by the use of percentages, frequency distribution, mean, and standard deviation. Then, the hypotheses stated in chapter one were tested with the use of Pearson's Product Moment Correlation. The Pearson's Product Moment Correlation Coefficient was used to establish the significance of the relationship between students' perception of Social Studies and their academic performance in the subject through correlational analysis of their responses in the questionnaire and their standard examination scores in the subject.

3.9 Summary

This chapter dealt with the design and administration of the research procedure and instrument. Out of a total population of 929 NCE 2 and 3 students at FCEZ and KSCOE, a sample of 233 was used to determine the

relationship between students' perception of Social Studies and their academic performance in the subject. A 30-item questionnaire titled "Students' Questionnaire" was administered to the sampled students to collect their views on the issues under investigation. The data collected therefrom were then measured against standardized examination scores of the respondents with the aim of establishing correlation between the students' perception of Social Studies and their academic performance in the subject. Pearson's Product Moment Correlation was used to find the correlation coefficient for the purpose of determining the level of significance of relationships between variables. The next chapter is to deal with analysis of the data collected.

CHAPTER FOUR

ANALYSES OF DATA

4.1 Introduction

This chapter deals with the analyses of the data collected. The main objective of the study was to find out the relationship between students' perception of Social Studies and their academic performance in the subject in colleges of Education in Kaduna State. To this end a thirty-statement questionnaire was used to collect data from a sample of 233 students. Table 4.1 illustrates the mean percentages of students' responses on perceptions of the Social Studies curriculum, relevance of Social Studies education and public attitude towards Social Studies education in Nigeria. Table 4.2 shows the percentage distribution of respondents' academic performance in Social Studies. Table 4.3 is a display of correlation between students' general perception of Social Studies and their academic performance in the subject.

4.2 Descriptive Analyses of Students' Perception of Social Studies

The scores of the two hundred and thirty-three (233) respondents on each of the thirty (30) perception statements in the questionnaire were computed. The distribution of the scores is shown in Appendix K. For simplicity of analysis the researcher decided to merge 'Agree' responses with 'Strongly Agree' responses (A+SA) and 'Disagree' responses with

‘Strongly Disagree’ responses (D + SD). Table 4.1 below is a summary of the students’ responses on their perception of Social Studies.

Table 4.1 Mean Percentages of Responses on Perception

Variable Perceived	Positive Perception		Negative Perception	
	No.	Mean %	No.	Mean %
Social Studies Curriculum (statements 1-10)	660	66%	340	34%
Relevance of Social Studies (statements 11-20)	776	78%	222.4	22%
Public attitude (statements 21-30)	782	78%	213.4	21%
General average perception (statements 1-30)	2218	74%	775.8	26%

The responses reported in Table 4.1 above indicate that the Social Studies students investigated in this study had a generally favourable perception of the subject. As indicated in the table, 66% of respondents had a favourable perception of the Social Studies curriculum; and 78% of respondents had positive perception of both the relevance of Social Studies education and public attitude towards Social Studies education in Nigeria. On the average, 74% of the respondents had a positive perception of Social Studies in general.

This finding is in line with the various findings reviewed in chapter two which reported favourable perception of Social Studies by secondary school students and A.B.U undergraduates. The finding also disagrees with the findings of Ubah (1991) that the Social Studies students of the same colleges studied in this work had a generally poor perception of the subject. It means that the students' perception of Social Studies in these colleges has since improved.

4.3 Analyses of Research Questions and Testing of Hypotheses

The study was guided by the search for answers to the five research questions raised in chapter one of this study. These research questions were answered as follows:

Question 1:

Do the Social Studies students of Colleges of Education in Kaduna State record high academic performance in the subject?

Table 4.2 below illustrates the answer to this question.

Table 4.2: Distribution of Respondents' Academic Performance in Social Studies

Rank of Performance	Number of Students	Percentage
High performance	4	2%
Medium performance	135	58%
Low performance	75	32%
Poor performance	19	8%

(See Appendix K for students' examination scores and Appendix G for Scoring Criteria).

It would be observed from table 4.2 above that out of 233 respondents only 04 (2%) recorded high performance. The mean examination score (see Appendix S) is 51.7%. Thus the answer to the research question number 1 (i.e. “Do the Social Studies students of colleges of education in Kaduna State record high academic performance in the subject?”) is simply ‘No’.

In an attempt to answer the other four research questions, each of them was converted into a null hypothesis so as to be tested. In testing the hypotheses, the respondents' scores on each of the three dimensions of perception of Social Studies being investigated (i.e. curriculum, relevance and public attitude) and their average examination scores were computed. (See Appendixes K-S for raw data and statistical analyses). Pearson's Product Moment Correlation Coefficient was used in testing the relationship

between the variables in all the null hypotheses. The level of significance for retaining or rejecting hypotheses was set at $P \leq 0.05$ with $df = 232$. This was used to determine whether the relationship was significant or not. The analyses went as follows:

Question 2:

Does students' perception of the Social Studies Curriculum influence their academic performance in the subject in Colleges of Education in Kaduna State?

Some descriptive analyses leading to the answer to this question is necessary here. The figures in Appendix K indicate that 216 (92%) respondents agreed with statement 1 which states that the Social Studies curriculum is easy to comprehend. Similarly, 218 (94%) respondents agreed with statement 2 on the adequacy of the Social Studies curriculum. Also, 221 (95%) respondents endorsed statement 3 which asserts that the Social Studies curriculum contents are highly interesting to read. These responses are not unexpected because Social Studies as a problem-solving discipline deals with practical issues that affect students' own day-to-day life, such as the family, the community, the government, the economy, in a word, the environment of man.

172 (74%) respondents disagreed with the belief commonly expressed by non-Social Studies scholars, as in statement 4, that the Social Studies Curriculum is too bulky. This can be explained by the fact that whereas non-Social Studies scholars see the subject as a combination of many separate disciplines (i.e. history, geography, civics, sociology, etc), the Social Studies students see the subject simply as a body of relevant selections from these disciplines.

198 (85%) respondents approved of statement 5 which indicates that the Social Studies curriculum is satisfactorily covered by available textbooks. This is not surprising because, in addition to all the numerous textbooks written on Social Studies in Nigeria over the last three decades, the Social Studies student can also glean relevant information from textbooks written on related subjects such as Political Science History, Sociology and Economics.

With regard to statement 6, 152 (65%) respondents agreed that their teachers usually cover the entire curriculum by the end of the academic session. Although these positive respondents are in the majority (65%) yet the gap between them and those who responded negatively to that statement (35%) is narrow as compared to the responses to the first 5 statements. This

raises suspicion that the coverage of the teaching of the Social Studies curriculum may not be as satisfactory as desired.

136 (59%) agreed with statement 7 that the instructional approach to the Social Studies curriculum is unsatisfactory. The mismatch between curriculum content and instructional approach is not unexpected in view of the popular fact that a good number of Social Studies teachers are not really experts in the field (Ogunsanya, 1984).

Statement 8 questions students' ability to comprehend the inter-relationship of the various topics of the curriculum during the process of instruction. 160 (69%) of respondents disagreed with this assumption and asserted that the links between the various topics are easy to comprehend. It is somewhat contradictory that the respondents should express dissatisfaction with the instructional approach as seen in the last paragraph while asserting here that the instructional approach is comprehensive. However, this contradiction might mean that the respondents are only dissatisfied with certain aspects or elements in the instructional approach and not with the instructional process as a whole.

Statement 9 suggested that the Social Studies curriculum is full of difficult concepts. This was a negative replica of statement 1 which states that the Social Studies curriculum was easy to comprehend. 176 (74%)

respondents disagreed with the negative replica, as compared to the 216 (92%) respondents who agreed with the positive statement that the curriculum is easy to comprehend. This inconsistency indicates that the curriculum is not as easy as suggested by the responses to statement 1.

205 (88%) respondents approved of statement 10 that the Social Studies curriculum reflects the cultural diversity of the Nigerian society. This response is expected because the whole idea of Social Studies education as a builder of national unity and integration would be a non-starter if the curriculum was not culturally balanced.

The figures in Table 4.1 above indicate that an average of 66% of respondents had a favourable perception of the Social Studies curriculum. The corresponding null hypothesis to the research question 2 is stated below i.e. *Null hypothesis (1)*:

Null hypotheses (1):

- . There is no significant relationship between students' perception of the Social Studies curriculum and their academic performance in the subject in colleges of education in Kaduna State.

The result of the test of this hypothesis was $r = -0.167$ and $P = 0.011$. The hypothesis was thus rejected.

In the final analysis, the answer to the *Research Question 2* is ‘Yes, students’ perception of the Social Studies curriculum does affect their academic performance in the subject.’ As shown by the figures in Appendix K, the curriculum received the lowest approval of students (i.e. the curriculum received an approval rate of 66% as against 78% each for relevance and public attitude). A sizeable minority of 26% of respondents saw the curriculum as too wide with unnecessary details. Similarly, a large minority of 35% of respondents reported that their teachers never treat all the topics in the curriculum. Also a significant minority of respondents (25%) were of the view that the curriculum is full of difficult concepts. All these call for the curriculum to be review in terms of volume and difficulty.

It is important to observe, however, that poor instructional approaches might have contributed to the students’ poor perception of the curriculum. The majority of respondents (59%) expressed dissatisfaction with the instructional approach in the curriculum implementation process. This suggests that there is need for greater teacher-training on how to handle the Social Studies curriculum inside the classroom.

Question 3:

Does students' perception of relevance of Social Studies education affect their academic performance in the subject in Colleges of Education in Kaduna State?

The search for the answer to this research question entails some descriptive analyses. In statement 11, as illustrated in Appendix K, 209 (89%) respondents agreed that Social Studies education helps them to solve practical problems in day-to-day life. Similarly, 220 (95%) respondents agreed with statement 12 that Social Studies education embodies solutions to Nigeria's societal problems. However, it is baffling to the researcher that people who do not see Social Studies as relevant to their personal life problems should see it as relevant to the problems of the Nigerian society of which they are members. In other words, the number of those who see Social Studies as helpful to Nigeria's problems (220 = 95%) is higher than the number of those who see Social Studies as helpful to their personal life problems (209 = 89%), which means that 11% of those who see Social Studies as relevant to Nigeria's societal problems do not see Social Studies as relevant to their own personal life situations. Since all respondents are elements of the Nigerian society, it would be expected that anyone who views Social Studies as useful to the Nigerian society should also view the

subject as useful to his/her own living. However, the variation in individuals' conception of what constitutes a problem may account for the discrepancy in the two types of responses under review.

Statement 13 suggests that those who study Social Studies manifest better character traits than those who do not study Social Studies. 194 (83%) respondents agreed with this statement. One would have expected an overwhelming response in favour of this statement since character moulding is the central issue in Social Studies education. The fact that 17% of respondents see no difference between the character traits of Social Studies scholars and those of non-Social Studies scholars is an indication of a gap between theory and practice in Social Studies education.

With regard to statement 14, 207 (89%) declared Social Studies as relevant to their life career. This response is equivalent to (and supportive of) that of statement 11 whereby 89% of respondents rated Social Studies as useful to them in day-to-day living.

206 (88%) respondents support the suggestion in statement 15 that Social Studies should be made a compulsory subject in Nigerian schools. Since majority of respondents viewed Social Studies a solution to Nigeria's societal problems, it is not unexpected that majority of respondents would

also recommend Social Studies to all Nigerian schools and ultimately, to all Nigerian citizens.

208 (90%) respondents disagreed with the proposition of statement 16 that Social Studies is useful to children only. It is believed that Social Studies as a vehicle for citizenship education and an instrument for changing attitudes is a continuous educational programme for Nigerians of all ages. This belief about Social Studies was amplified by respondents' overwhelming endorsement of statement 17 which asserts that Social Studies education can contribute to produce good citizens in Nigeria. 228 (98%) respondents, the highest score in all the 30 statements, agreed with this statement 17.

Many respondents seemed to believe that although Social Studies is highly useful in Nigeria yet it is not indispensable in the nation's educational system. This is indicated by the fact that only 167 (71%) respondents agreed with statement 18 that Nigerian education will be incomplete without Social Studies.

179 (77%) respondents agreed with statement 19 that Social Studies graduates are easily employable, while 178 (76%) respondents agreed with statement 20 that there are diverse employment opportunities for Social Studies graduates. This shows that the majority of Social Studies students

are optimistic about their economic outlook. About 23% of them are not so optimistic. The figures in Table 4.1 above indicate that an average of 78% of respondents had a favourable perception of the relevance of Social Studies education in Nigeria.

Null hypothesis (2) below corresponds with the research Question 3 above:

Null hypothesis (2):

There is no significant relationship between students' perception of relevance of Social Studies education and their academic performance in the subject in colleges of education in Kaduna state.

When this hypothesis was tested the result was $r = 0.117$ and $P = 0.076$. Since $P > 0.05$, the hypothesis was therefore retained. In the final analysis, therefore, the answer to the *research question 3* is 'No, students' perception of relevance of Social Studies has no congruence with their academic performance in the subject'.

Question 4:

Does students' perception of public attitude towards Social Studies have impact on their academic performance in the subject in Colleges of Education in Kaduna State?

The answer to this question is derived from the responses to statements 21 to 30 as reported in Appendix K. With regard to statement 21, 225 (96%) respondents reported that their parents are proud of them as Social Studies students. This is the second highest response (i.e. next to statement 17 which received 98% of respondents). The question is whether the parents really know what Social Studies is all about or they merely give it blind approval. However, looking at the fact that, as indicated in table 4.3 above, 60% of these parents have tertiary education it will not be reasonable to assume that they do not have fair idea about the nature of Social Studies. 209 (90%) respondents also reported in statement 22 that their colleagues outside Social Studies department have adequate respect for the subject.

In statements 23, and 24 respectively, 194 (83%) respondents and 190 (81%) respondents believed that most of their acquaintances have satisfactory understanding of what Social Studies is all about and that they also have adequate respect for the subject. The question is, ‘whom did the respondents conceive as their acquaintances at the moment of responding to the statement – was it members of the general public or was it their school colleagues?’ This makes it difficult to determine the values of the responses given to statement 23 (81%) and statement 24 (83%). However, it is reasonable to suppose that since the respondents had already treated

statement 22 with specific reference to their school colleagues they would have interpreted the word “people” in statements 23 and 24 to mean members of the general public. In the final analysis, therefore, responses to statement 23 and 24 indicated that members of the general public are adequately informed about Social Studies and that they also have adequate respect for the subject.

Statement 25 examines the academic self-esteem of Social Studies students. 219 (94%) respondents reported that most of the Social Studies students known to them are proud of the subject. In statement 26, 183 (79%) respondents believed that most of the parents known to them would choose Social Studies for their children. Also, statement 27 which sought to examine whether Nigerians view Social Studies education as a necessity in the country received 201 (86%) responses in favour of the necessity of the subject. All these responses show clearly that the respondents had positive perception of Nigerian public attitude towards Social Studies.

144 (62%) disagreed with the proposition in statement 28 that public attitude toward Social Studies has a negative effect on the students’ perception of the subject. Similarly, 169 (72%) respondents agreed with statement 29 that public attitude toward Social Studies has a positive impact on the students’ perception of the subject.

Responses to statement 30, which suggests that public attitude toward Social Studies does not have any effect on the students' perception of the subject, is somewhat ambiguous. 154 (63%) respondents agreed with that statement. This reveals that some of the 169 (72%) respondents who claimed in statement 29 that public attitude toward Social Studies has positive effect on their perception of the subject must have contradicted themselves by also claiming in statement 30 that public attitude toward Social Studies does not have any effect on their perception of the subject at all. This inconsistency tends to detract from the credibility of the students' responses on the effect of public attitude toward Social Studies on their own perception of the subject.

In any case, the figures in Table 4.1 above indicate that an average of 78% of respondents had a favourable perception of public attitude towards Social Studies education in Nigeria. The corresponding null hypothesis to the *research question 4* is stated below (i.e. Null hypothesis (3):

Null hypothesis (3):

There is no significant relationship between students' perception of public attitude toward Social Studies and their academic performance in the subject in colleges of education in Kaduna State.

The results of the test of this hypothesis was $r = 0.080$ and $P = 0.221$, which is >0.05 . The hypothesis was therefore retained. Hence the answer to *research question 4* was ‘No, students’ academic performance in Social Studies is not affected by their perception of public attitude towards the subject’.

Question 5:

Does students’ general perception of Social Studies influence their academic performance in the subject in Colleges of Education in Kaduna State?

The answer to this question was drawn from the average of responses to the questions 2 to 4 above vis-à-vis the respondents’ average scores in formal examinations. Whereas the average score on perception was 74%, the average score in examinations was 51.7% only. The *null hypothesis 4* below corresponded with the *research question 5*.

Null hypothesis (4):

There is no significant relationship between students’ general perception of Social Studies and their academic performance in the subject in colleges of education in Kaduna State.

When this hypothesis was subject to test, the result was $r = 0.015$ and $P = 0.822$. Since $P > 0.05$, the hypothesis was retained. In conclusion, therefore, the answer to the *research question 5* is ‘No, students’ academic performance in Social Studies is not significantly related to their general perception of the subject’.

Table 4.3 below is a summary of the results of the tests of the hypotheses.

Table 4.3 Correlation between Students’ Perception of Social Studies and their Academic Performance

Null Hypothesis Number	Variable Perceived	Pearson (r)	Coefficient of Determination (r^2)	P Value	Remarks
1	Social Studies Curriculum	-0.167	0.0279	0.011	Null Hypothesis Rejected
2	Relevance of Social Studies	0.117	0.0137	0.076	Null Hypothesis Retained
3	Public Attitude towards Social Studies	-0.080	0.0064	0.221	Null Hypothesis Retained
4	General Perception of Social Studies	0.015	0.000225	0.822	Null Hypothesis Retained

4.4 Major Findings

The major findings of this study are as follows:

1. Social Studies students in colleges of education in Kaduna State do not record high academic achievement;

2. The students' perception of Social Studies is generally positive;
3. The students' perception of Social Studies is not responsible for their deficient academic performance in the subject;
- 4 The Social Studies programme in the colleges of education is either being handled by incapable/unmotivated teachers, or is too tasking for the teachers to handle effectively.

4.5 Discussion of Results

The results of the test of the null hypotheses as presented above show that only students' perception of the Social Studies curriculum is significantly related to their academic performance in the subject. Students' perceptions of relevance of social Studies and public attitude toward Social Studies are not significantly related to their academic performance in the subject. Even the perception of curriculum which is significantly related to students' academic performance is not of high significance (i.e. $P = 0.011$ only) in that respect. The results thus disprove all but the first one of the basic assumptions of this study. The assumptions were as follows:

- a. Students of Social Studies in colleges of education in Kaduna State do not record high academic performance in the subject because they have poor perception of the Social Studies curriculum.

- b. The low academic performance of Social Studies in colleges of education in Kaduna State emanates from their perception of the subject as irrelevant to the Nigerian situation.
- c. Social Studies students in colleges of education in Kaduna State do not attain high academic achievement in the subject because they believe that public attitude towards the subject is poor.
- d. Students of Social Studies in colleges of education in Kaduna State record low academic performance in the subject because of their poor general perception of the subject.

The researcher is not aware of any previous study to be proved or disproved by the findings of this study. However, the findings are generally contrary to the researcher's expectation. What is most surprising to the researcher is the students' highly positive perception (i.e. 78%) of public attitude toward Social Studies. This highly positive response is contrary to the researchers' observation from previous experiences with Social Studies students which made him embark upon this research as explained in chapter one of the study. Even the researcher's informal discussions with lecturers and Heads of Department of Social Studies in the colleges studied confirmed to the researcher that the students had low self-esteem due to their poor perception of public attitude towards Social Studies. One Head of

Department said in her remarks to the students when they were gathered for the purpose of completing the questionnaire for this study.

...I have been telling you that you should learn to take Social Studies for what it is, and not what people take it to be. Some of you when asked by your friends 'what course are you reading?' will respond by saying: 'what could I get? Only Social Studies I was given...'

However, when the students were given the questionnaire they surprisingly reported an overwhelmingly positive perception of public attitude towards Social Studies. Against this background, it appears that the students' responses in the questionnaire were contrary to their usual expressions about Social Studies. Could such an overwhelmingly favourable response be an academic posturing from the students, for instance, in reaction to the pre-test remarks of the Head of department quoted above? The point being driven at is that the mismatch between the students' high perception of Social Studies and their low academic performance in the subject seems to suggest a betrayal of inferiority-complex in the students. In other words, their highly favourable responses on perception of Social Studies might have been conditioned by fear of being labeled inferior.

Apart from that, a critical observation of the raw data (see Appendix R) indicates that the students' responses had no clearly identifiable pattern or

direction of movement. For instance, respondent number 120 who had the highest score (120 points) on perception had only an average examination score of 59% whereas respondent number 95 who recorded the highest examination score (79%) scored only 98 points on perception. Similarly, respondent number 28 who had the lowest examination score (15%) recorded a high score of 89 points on perception. The trend was towards a negative correlation i.e. the higher a respondent's perception the lower his examination score, which is contrary to reasonable expectation. These observations tend to raise doubts as to whether the respondents were really purposeful in answering the questionnaire.

It is interesting to observe that out of the three variables perceived, (i.e. the curriculum, relevance of Social Studies and public attitude towards Social Studies) the curriculum is the only tangible one experienced by the students in the classroom on daily basis. The other two elements (i.e. relevance and public attitude) are relatively abstract. As such, it is expected that their responses to the questions on curriculum will be more concrete and objective than their responses on the other two elements. This may explain why the results of the responses have established correlation between respondents' perception of curriculum and their academic performance but not the other two elements.

In any case, however, the results show that the respondents had a generally positive perception of the subject. It is important to recall that the experiences and assumptions that led the researcher to embark on this study, as recounted in chapter one, were all connected with Social Studies students at the degree level (and not at the NCE level). It might be that the Social Studies students at the degree level perceive the discipline differently from the way it is perceived by students at the lower levels.

The results also indicate that students' general perception of Social Studies has no considerable impact on their academic performance in the subject. The fact that the students do not record high academic performance in Social Studies in spite of their positive perception of the subject does not negate the well-established psychological fact that positive perception aids high academic achievement as explained in chapter two of this study. This is because positive perception does not necessarily or automatically translate into readiness or willingness to achieve.

The findings of this study is an important step towards the effort to improve students' academic performance in Social Studies. Hitherto, the role of students' perception of Social Studies in their unsatisfactory academic performance in the subject was unknown. But it was rather natural to presume that students' poor perception of Social Studies might be one of the

factors responsible for their poor academic performance in the subject. However, it has now been discovered through the findings of this study that students' perception of the subject is not responsible for their poor academic performance in it. The findings of this study therefore pave the way for Social Studies educators to embark on serious search for the actual cause of students' poor academic performance in the subject, rather than continuing to presume that students' poor perception of the subject is responsible for their poor academic performance in it. It is only when the actual cause of a problem is discovered that a solution to the problem can be found.

4.6 Summary

The results of the analyses of the data in this chapter reveal that the Social Studies students sampled for the study do not record high academic performance in the subject. But their perception of the subject is generally positive. However, there is no significant relationship between the students' academic performance and their perception of the various Social Studies dimensions investigated excluding the curriculum only. Thus only the null hypothesis 1 was rejected; the remaining three null hypotheses were all retained. The next chapter deals with the summary, conclusions and recommendations resulting from the findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study examined the relationship between students' perception of Social Studies and their academic performance in the subject in colleges of education in Kaduna State. A sample of 233 was taken out of a population of 929 NCE 2 and NCE 3 students of FCEZ and KSCOE. The study investigated the possible links between students' perception of the Social Studies curriculum, relevance of Social Studies education in Nigeria and public attitude towards Social Studies in Nigeria and their academic performance in the subject. A questionnaire was used to test the students' perception of Social Studies. The students' scores on perception were then correlated with their standardized examination scores using Pearson's Product Moment Correlation Coefficient. The level of significance for rejecting or retaining null hypotheses was set at $P \leq 0.05$ with $df = 232$. The main findings of the study are summarized below:

- a. Social Studies students in colleges of education in Kaduna State do not record high academic performance in the subject. Only a negligible 02% recorded high performance.

- b. Social Studies students in colleges of education in Kaduna State have a highly positive perception of the Social Studies curriculum (66%), relevance of Social Studies (78%) and public attitude towards Social Studies (78%). The mean score was 74%.
- c. There is significant (not highly significant though: $P = 0.011$ only) relationship between students' perception of the Social Studies curriculum and their academic performance in the subject.
- d. There is no significant relationship between students' perception of relevance of Social Studies in Nigeria and their academic performance in the subject.
- e. There is no significant relationship between students' perception of public attitude towards Social Studies and their academic performance in the subject.
- f. There is no significant relationship between students' general perception of Social Studies and their academic performance in the subject.

5.2 Conclusions

In view of the findings stated above, the following conclusions are drawn from the study.

- a. Social Studies students in colleges of education in Kaduna State do not record high academic performance in the subject.
- b. Social Studies students in colleges of education have a generally favourable perception (74%) of the subject.
- c. Students' perception of the Social Studies curriculum does influence their academic performance in the subject. The null hypothesis that stated that there is no significant relationship between students' perception of the Social Studies curriculum and their academic performance in the subject was rejected.
- d. The students' perception of relevance of Social Studies education in the country does not influence their academic performance in the subject. The null hypothesis stating no significant relationship between students' perception of relevance of Social Studies and their academic performance in the subject was retained.
- e. The students' perception of public attitude towards Social Studies does not influence their academic performance in the subject. The null hypothesis stating that there is no significant relationship between students' perception of public attitude towards Social Studies and their academic performance in the subject was retained.

- f. The students' general perception of Social Studies does not influence their academic performance in the subject. The null hypothesis that stated that there is no significant relationship between students' general perception of Social Studies and their academic performance in the subject was retained.

5.3 Recommendations

In the light of the conclusions drawn above, the following recommendations are proffered for Social Studies researchers and policy makers.

- a. There is need for further research in order to determine the actual cause of students' lack of high performance in Social Studies. Since the students' perception of the subject has been found to be favourable, other factors such as entry qualifications and language competency, students' level of determination and hard work, etc, might be investigated as possible causes of the students' lack of high academic performance. For instance, Social Studies is a highly analytical subject. Therefore a student who does not possess a good language ability to satisfactorily express his points may not be able to score high marks in examinations on the subject.

- b. The NCE Social Studies curriculum should be reviewed in terms of volume and difficulty. As shown by the results of this study, the curriculum received the lowest approval of students (i.e. the curriculum received an approval rate of 66% as against 78% each for relevance and public attitude). A significant minority of the respondents were of the view that the curriculum is somewhat bulky and difficult.

5.4 Limitations of the Study

The following are the two observed limitations of the study.

- a. The correlation between students' perception of curriculum and their academic performance was very low though significant. This tends to detract from the value of the conclusion drawn from the result.
- b. The Social Studies Department at the Kaduna State College of Education (KSCOE) in Gidan Waya got burnt the pervious year, leading to the loss of all academic records in that department. As a result only the students' second semester's examination results of the previous academic session were available for use as their examination scores. The mixing of two semesters' examination results from the FCEZ and one semester's results from the KSCOE should thus be seen as a limitation of this study since there is lack of uniformity in

the number of unit examination results forming the average examination scores of all respondents of the study.

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APPENDIX A
THE NCE SOCIAL STUDIES CURRICULUM
COURSE CONTENTS (DOUBLE MAJOR)

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	100 level (1 st Semester)		
SOS 111	Foundation of social Studies	3	C
SOS 112	Origin and Nature of Man	2	C
SOS 113	Man and His Social Environment	3	C
SOS 114	Man and His Physical Environment	3	C
SOS 115	Man and His Economic Activities	2	C
	100 level (2 nd semester)		
SOS 121	Introduction to the teaching of S/Studies	2	C
SOS 122	African Community	2	E
SOS 123	Man and His Government	3	C
SOS 124	Nigeria as a Nation	3	C
SOS 125	Dynamics of Group behaviour	2	E
SOS 126	Environmental Studies	2	C
	200 level (1 st Semester)		
SOS 211	Nigerian Political Life	3	C
SOS 212	The Nigerian Constitution	3	C
SOS 213	Religion Society	2	C
SOS 214	Strategies and Techniques for Social Studies Teaching	2	C
SOS 215	Contemporary Public Issues	3	C
SOS 216	Social Studies Research Methods	2	C

	200 level (2 nd Semester)		
SOS 221	Issues and Problems of National/Development	3	C
SOS 222	Science and Technology in Society	2	E
SOS 223	Social Change in Nigeria	2	E
SOS 224	Social Services in Nigeria	3	C
SOS 225	Social Studies Instructional Materials	2	C
SOS 226	Basic Statistical Representation	2	C
	300 level (1 st Semester)		
SOS 311	Introduction to Socialization	2	E
SOS 312	Citizenship Education	3	C
SOS 313	Peoples of the world	2	E
SOS 314	Social Institutions	3	C
SOS 315	Population/Family Life Education	3	C
	300 level (2 nd Semester)		
SOS 321	Transportation and Communication	2	E
SOS 322	Processes and Issues of Modernization	3	C
SOS 323	Nigeria's External Relations	3	C
SOS 324	Economics structure and Organization	3	C
SOS 325	Law Related Education	2	E

SUMMARY

YEAR OF STUDY	COMPULSORY	ELECTIVE	TOTAL
YEAR ONE	23	4	27
YEAR TWO	25	4	29
YEAR THREE	18	8	26
TOTAL	66	16	82

Minimum Credits Required for Graduation – Not less than 72 Credits

Compulsory Credits	-	66
Elective Credits	-	08
Total	-	74 Credits

APPENDIX B

STUDENTS' QUESTIONNAIRE

An Assessment of the Relationship between Students' Perception of Social
Studies and their Academic Performance in Colleges of Education in
Kaduna State

Department of Education
(Social Studies Section),
Ahmadu Bello University,
Zaria.

Date.....

Dear Respondent,

This is a research survey on "An Assessment of Relationship between Students' Perception of Social Studies and their Academic Performance in Colleges of Education in Kaduna State". Your cooperation is hereby solicited in answering as precisely as possible the inquiries in this questionnaire. The findings are purely for research purposes and your information will be kept in strict confidence. Please provide the information requested in Section A, then read the statements in Section B carefully and show your reaction to each statement by ticking (✓) under one of the corresponding letters provided in the right hand column.

Please note that:

SA means Strongly Agree

A means Agree

D means Disagree

SD means Strongly Disagree

Thank you.

Yours faithfully,

Issah H. Tikumah.

SECTION A: BACKGROUND INFORMATION

1. Student's registration number
2. Type of programme: Double major [] Single major []
3. Level of study: NCE I [] NCE II [] NCE III []

4. Gender: Male ☐ Female ☐
5. Age : 15-20 ☐ 21-26 ☐ 27-33 ☐ 34-39 ☐ 40-45 ☐ Above 45 ☐
6. Educational Status of parents/guardians:
Nil ☐ Primary ☐ Secondary ☐ Tertiary ☐
7. Parents'/Guardians' occupation: Civil Servant ☐ Farmer ☐
Trader ☐ Any other (please specify).....

SECTION B: STUDENTS' PERCEPTION OF SOCIAL STUDIES

S/N	<i>The NCE Social Studies Curriculum:</i>	SA	A	D	SD
1	The social studies curriculum is easy to comprehend				
2	The social studies curriculum contents cover all I need to know about the course				
3	The social studies curriculum contents are highly interesting to read.				
4	The social studies curriculum is too wide with unnecessary details				
5	The social studies curriculum is satisfactorily covered by available textbooks				
6	All the topics and sub-topics in the social studies curriculum always get treated at the end of the course				
7	The social studies curriculum is simple but the instructional approach tends make it difficult				
8	It is difficult for me to understand the relationship between the various topics of the social studies curriculum as taught by my various teachers.				
9	The social studies curriculum is full of difficult concepts				
10	The social studies curriculum reflects the cultural diversity of the Nigerian society				
	<i>Relevance of Social Studies Education:</i>				
11	Social Studies education helps me solve practical problems in life				
12	Social studies is the right solution to Nigeria's problems				

13	The behaviour of those who study social studies is better than that of those who do not study social studies				
14	Social studies education is relevant to my career choice				
15	Social studies should be a compulsory subject in schools				
16	Social studies is useful to children only				
17	Social studies can contribute to produce good citizens in Nigeria				
18	There will be an educational vacuum in Nigeria if social studies is removed from the Nigerian educational system				
19	Those who specialize in social studies usually find it easy to get employment				
20	There are many types of employment usually available in the Nigerian economy for those who specialize in social studies.				
	<i>Public Attitude Towards social studies :</i>				
21	My parents are happy that I am reading social studies				
22	Most of my friends in other departments of the college respect the discipline of social studies				
23	Most of the people I know have adequate understanding of what social studies education is all about				
24	Most of the people I know have adequate respect for social studies.				
25	Most of the people I know to be reading social studies are proud of the subject				
26	Most of the parents I know would like their children to study social studies as a first choice				
27	Most of the people I know believe that social studies education is necessary here in Nigeria.				
28	Public attitude toward social studies has a negative effect on my perception of the subject.				

29	Public attitude toward social studies has a positive effect on my perception of the subject.				
30	Public attitude toward social studies does not have any effect on my perception of the subject.				

APPENDIX C



Department of Education
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: **Professor Shehu U. Abdullahi**, DVM (ABU), PhD (Min), FCVSN, FIMC, OFR, mnl

Head of Department: **Dr. S. Mohammed**, B.Ed (Unimaid), M.Ed (ABU), Ph.D (ABU)

Our Ref:

Your Ref:

Date:

10th December, 2008.

The Head,
Department of Social Studies,
Federal College of Education,
Zaria.

Dear Sir/Madam

RE: MR. ISSAH HASSAN TIKUMAH

The above-named person is a member of the academic staff-in-training of this Department. He is conducting a research into the "Relationship between Students' Perception of Social Studies and their Academic Performance in the Subject at the Federal College of Education – Zaria, Kaduna State"

The Department requests that he be granted your maximum cooperation and assistance to enable him collect relevant data for his research.

Thank you.

Yours faithfully

HEAD OF DEPARTMENT
OF EDUCATION
A. B. U. ZARIA.
Dr. S. Mohammed

Head, Department of Education

APPENDIX D



Department of Education **FACULTY OF EDUCATION** **AHMADU BELLO UNIVERSITY, ZARIA**

Vice-Chancellor: **Professor Shehu U. Abdullahi**, DVM (ABU), PhD (Min), FCVSN, FIMC, OFR, mni
Head of Department: **Dr. S. Mohammed**, B.Ed (Unimaid), M.Ed (ABU), Ph.D (ABU)

Our Ref:

Your Ref:

Date:

10th December, 2008.

The Academic Secretary,
Federal College of Education,
Zaria.

Dear Sir/Madam

RE: MR. ISSAH HASSAN TIKUMAH

The above-named person is a member of the academic staff-in-training of this Department. He is conducting a research into the "Relationship between Students' Perception of Social Studies and their Academic Performance in the Subject at the Federal College of Education – Zaria, Kaduna State"

The Department requests that he be allowed to obtain certain relevant information from your office in relation to his research.

Please assist him.

Yours faithfully

HEAD OF DEPARTMENT

OF EDUCATION

A. B. U. ZARIA.

Dr. S. Mohammed

Head, Department of Education

APPENDIX E

Department of Education
Ahmadu Bello University
Zaria.
10th December, 2008

The Academic Secretary,
Federal College of Education,
Zaria.

Dear Sir/Madam.

REQUEST FOR THE POPULATION OF NCE SOCIAL STUDIES STUDENTS.

I am a member of the academic staff-in-training of the Department of Education at the Ahmadu Bello University – Zaria. I am conducting a research into the “Relationship between Students’ Perception of Social Studies and their Academic Performance in the Subject at the Federal College of Education - Zaria, Kaduna State”


For the purpose of this research, I shall be grateful if you would provide me with information on the NCE Social Studies student population in the following manner.

Population of NCE Social Studies Students at FCE Zaria:

	Double Major		Single Major		Total
N. C. E. I	Male	Female	Male	Female	
	10	20	90	115	235
N. C. E. II	Male	Female	Male	Female	
	30	37	110	140	317
N. C. E. III	Male	Female	Male	Female	
	30	37	100	145	312
			Grand Total		864

 11.12.08
Academic Secretary's Signature and Date

Thanks for your kind cooperation.

Yours faithfully,

Issah H. Tikumah

APPENDIX F

Split half of 12 Students involved in Pilot Study

X	Y
91	101
86	88
86	81
85	78
82	77
79	77

RELIABILITY ANALYSIS - SCALE (SPLIT)						
		Mean	Std Dev	Cases		
1.	X	84.8333	4.0702	6.0		
2.	Y	83.6667	9.4587	6.0		
N of Cases =		6.0				
Statistics for		Mean	Variance	Std Dev	N of Variables	
Part 1		84.8333	16.5667	4.0702	1	
Part 2		83.6667	89.4667	9.4587	1	
Scale		168.5000	172.3000	13.1263	2	
Inter-item Correlations		Mean	Minimum	Maximum	Range	Max/Min Variance
Part 1		.00000000
Part 2		.00000000
Scale		.8606	.8606	.8606	.0000	1.0000 .0000
Reliability Coefficients		2 items				
Correlation between forms =		.8606	Equal-length Spearman-Brown =		.9251	
Guttman Split-half =		.7692	Unequal-length Spearman-Brown =		.9251	
Alpha for part 1 =		.	Alpha for part 2 =		.	
1 items in part 1			1 items in part 2			

APPENDIX G

Department of Education
Ahmadu Bello University,
Zaria.

Date:.....

REQUEST FOR VALIDATION

Dear Sir/Madam,

I am carrying out a research study titled: An Assessment of Relationship between Students' Perception of Social Studies and their Academic Performance in Colleges of Education in Kaduna State. In the course of the study, I need to develop a criterion for establishing high performance, medium performance, low performance and poor performance of NCE II and III students. I have, after literature search, established the following criteria. I hereby request you to please vet the proposed criteria as a measure towards its validation. Please indicate by ticking (✓) in the appropriate column whether you agree or disagree with the criteria; and where you do not agree, kindly propose an alternative criterion of your own.

SCORES	AGREE	DISAGREE	ALTERNATIVE SCORE
High performance = 70%-100%			
Medium performance = 50% - 69%			
Low performance = 40% - 49%			
Poor performance = 0% - 39%			

Thank you for your cooperation.

Yours faithfully,

Issah H. Tikumah

APPENDIX H



Department of Education
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor:

Professor Shehu U. Abdullahi, DVM (ABU), PhD (Min), FCVSN, FIMC, OFR, mni

Head of Department:

Dr. S. Mohammed, B.Ed (Unimaid), M.Ed (ABU), Ph.D (ABU)

Our Ref:

Your Ref:

Date: 18TH February 2009

The Head,
Department of Social Studies,
College of Education,
Gidan-Waya,
Kaduna State.

Dear Sir/Madam

RE: MR. ISSAH HASSAN TIKUMAH

The above-named person is a member of the academic staff-in-training of this Department. He is conducting a research into the "Relationship between Students' Perception of Social Studies and their Academic Performance in Colleges of Education in Kaduna State."

The Department requests that he be granted your maximum cooperation and assistance to enable him collect relevant data for his research.

Thank you.

Yours faithfully,

Dr. S. Mohammed,

Head, Department of Education.

HEAD OF DEPARTMENT
OF EDUCATION
A. B. U. ZARIA

APPENDIX I

Department of Education,
Ahmadu Bello University,
Zaria.

18TH February 2009

The Head,
Department of Social Studies,
College of Education,
Gidan-Waya,
Kaduna State.

Dear Sir/Madam

REQUEST FOR THE POPULATION AND CONTINUOUS ASSESSMENT RECORDS OF NCE 2 & 3 SOCIAL STUDIES STUDENTS

I am a member of the academic staff-in-training of the Department of Education of the Ahmadu Bello University, Zaria. I am conducting a research into the "Relationship between Students' Perception of Social Studies and their Academic Performance in Colleges of Education in Kaduna State."

For the purpose of this research, I shall be grateful if you could provide me with figures on your NCE 2 & 3 Social Studies student population and continuous assessment scores. Please insert the figures in the gaps provided below.

Population of NCE Social Studies Students in College of Education, Gidan-Waya

NCE 2 196 students

NCE 3 104 students

Gafere Hope J. (Mrs) 25/2/09
Head of Department's Signature and Date

Thanks for your kind cooperation.

Yours faithfully,

Issah H. Tikumah.

APPENDIX J

PERSONAL DATA OF RESPONDENTS

Table 1. Gender Distributions of Respondents

Gender	Number	%
Male	107	46
Female	118	51
Not indicated	8	3
Total	233	100

Table 2. Age Distribution of Respondents

Age	Number	%
15 – 20	39	17
21 – 26	133	57
27 – 33	27	12
34 – 39	5	2
40 – 45	4	2
Above 45	3	1
Not indicated	22	9
Total	233	100

Table 3. Education Status of Parents/Guardians of Respondents

Level of Education	Number	%
Nil	14	6
Primary	22	9
Secondary	32	14
Tertiary	140	60
Not indicated	25	11
Total	233	100

**Table 4. Occupational Distribution of Respondents, Parents/
Guardians**

Type of Occupation	Number	%
Civil Servant	109	47
Farmer	66	28
Trader	44	19
Not indicated	14	6
Total	233	100

APPENDIX K
THE OVERALL STUDENTS' RESPONSES On Their PERCEPTION
Of SOCIAL STUDIES

STATEMENT	SA		A		D		SD		A & SA		D + SD	
	No	%	No	%	No	%	No	%	No	%	No	%
1	115	49	101	43	14	6	3	1	216	92	17	7
2	123	53	95	41	10	4	5	2	218	94	15	6
3	131	56	90	39	9	4	3	1	221	95	12	5
4	30	13	31	13	102	44	70	30	61	26	172	74
5	58	25	140	60	25	11	10	4	198	85	35	15
6	52	22	100	43	61	26	20	9	152	65	81	35
7	46	20	90	39	75	32	22	9	136	59	97	41
8	37	16	36	15	100	43	60	26	73	31	160	69
9	30	13	27	12	88	38	88	38	57	25	176	76
10	125	54	80	34	20	9	8	3	205	88	28	12
11	129	55	80	34	14	6	10	4	209	89	24	10
12	120	52	100	43	8	3	5	2	220	95	13	5
13	102	44	92	39	27	12	12	5	194	83	39	17
14	112	48	95	41	20	9	6	2	207	89	26	11
15	141	60	65	28	19	8	8	3	206	88	27	11
16	17	7	8	3	81	35	127	55	25	10	208	90
17	161	69	67	29	4	2	1	0.4	228	98	5	2.4
18	92	39	75	32	27	12	39	17	167	71	66	29
19	70	30	109	47	37	16	17	7	179	77	54	23
20	80	34	98	42	46	20	9	4	178	76	55	24
21	124	53	101	43	7	3	1	0.4	225	96	8	3.4
22	103	44	106	46	20	9	4	2	209	90	24	11
23	77	33	117	50	29	12	10	4	194	83	39	16
24	80	34	110	47	36	16	7	3	190	81	43	19
25	135	58	84	36	9	4	5	2	219	94	14	6
26	90	39	93	40	40	17	10	4	183	79	50	21
27	110	47	91	39	23	10	9	4	201	86	32	14
28	39	17	50	21	96	41	48	21	89	38	144	62
29	70	30	99	42	48	21	16	7	169	72	64	28
30	68	29	86	37	50	21	29	12	154	63	79	33

APPENDIX L

RAW DATA ON STUDENTS' EXAM SCORES AND THEIR PERCEPTION OF THE SOCIAL STUDIES CURRICULUM

S/NO	SCORE ON CURRICULUM	AVERAGE EXAM SCORE
1	31	56
2	30	46
3	30	47
4	33	38
5	37	52
6	26	46
7	23	43
8	29	53
9	40	38
10	38	45
11	22	23
12	28	42
13	32	52
14	28	46
15	28	50
16	28	49
17	27	50
18	23	56
19	37	52
20	28	52
21	28	57
22	33	44
23	29	27
24	25	47
25	37	27
26	28	33
27	28	51
28	26	15
29	24	62
30	30	60
31	29	67
32	29	58
33	32	52
34	29	26
35	28	42

36	26	71
37	28	61
38	22	66
39	26	47
40	23	53
41	31	49
42	28	54
43	25	51
44	36	60
45	31	60
46	33	46
47	27	65
48	29	61
49	32	39
50	32	48
51	35	50
52	27	58
53	26	55
54	32	43
55	31	42
56	28	23
57	36	30
58	26	56
59	26	43
60	31	56
61	31	47
62	29	62
63	28	63
64	32	45
65	29	56
66	28	38
67	27	38
68	35	62
69	27	60
70	30	51
71	27	68
72	25	57
73	27	48
74	30	49
75	27	58
76	24	63

77	26	56
78	26	66
79	37	59
80	28	67
81	34	56
82	23	60
83	34	53
84	25	61
85	29	60
86	26	65
87	25	63
88	26	46
89	24	47
90	26	47
91	29	48
92	25	60
93	19	67
94	28	57
95	30	79
96	31	79
97	35	43
98	25	52
99	28	47
100	29	47
101	24	45
102	28	53
103	34	56
104	28	41
105	28	57
106	26	42
107	32	49
108	36	57
109	25	52
110	32	40
111	31	38
112	25	47
113	31	56
114	30	47
115	31	48
116	29	52
117	23	63

118	34	34
119	31	49
120	27	59
121	26	52
122	31	58
123	23	66
124	25	56
125	25	56
126	26	62
127	28	63
128	22	47
129	27	63
130	30	41
131	28	44
132	31	49
133	26	46
134	26	47
135	31	48
136	27	38
137	28	48
138	27	58
139	27	76
140	25	54
141	24	54
142	27	53
143	25	57
144	20	59
145	23	50
146	27	60
147	28	46
148	28	48
149	30	52
150	25	52
151	33	42
152	30	48
153	25	55
154	26	49
155	30	43
156	29	48
157	34	53
158	27	54

159	32	42
160	23	65
161	20	61
162	26	59
163	30	57
164	28	57
165	32	58
166	28	58
167	34	49
168	29	58
169	29	47
170	38	52
171	27	57
172	26	51
173	27	58
174	29	62
175	19	52
176	33	38
177	28	51
178	30	38
179	26	48
180	31	23
181	29	47
182	30	43
183	28	59
184	36	46
185	24	51
186	30	50
187	26	50
188	27	56
189	26	38
190	29	57
191	30	49
192	25	54
193	31	50
194	30	69
195	26	53
196	28	62
197	28	45
198	24	47
199	31	48

200	23	60
201	30	53
202	26	47
203	35	59
204	26	43
205	27	49
206	30	66
207	31	43
208	28	66
209	20	54
210	26	51
211	23	56
212	34	58
213	28	61
214	33	66
215	31	59
216	34	56
217	25	48
218	29	50
219	25	48
220	28	63
221	31	52
222	25	42
223	29	57
224	30	50
225	29	54
226	36	43
227	28	47
228	29	46
229	26	57
230	28	43
231	40	58
232	29	55
233	25	53

APPENDIX M

STATISTICAL ANALYSIS OF CORRELATION BETWEEN STUDENTS' PERCEPTION OF SOCIAL STUDIES CURRICULUM AND THEIR ACADEMIC PERFORMANCE

Descriptive Statistics

	Mean	Std. Deviation	N
CURRICUL	28.5107	3.8261	233
AVERAGE	51.7124	9.5736	233

Correlations

		CURRICUL	AVERAGE
CURRICUL	Pearson Correlation	1.000	-.167*
	Sig. (2-tailed)	.	.011
	Sum of Squares and Cross-products	3396.223	-1419.781
	Covariance	14.639	-6.120
	N	233	233
AVERAGE	Pearson Correlation	-.167*	1.000
	Sig. (2-tailed)	.011	.
	Sum of Squares and Cross-products	-1419.781	21263.734
	Covariance	-6.120	91.654
	N	233	233

*. Correlation is significant at the 0.05 level (2-tailed).

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	CURRICUL	28.5107	233	3.8261	.2507
	AVERAGE	51.7124	233	9.5736	.6272

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	CURRICUL & AVERAGE	233	-.167	.011

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	CURRICUL - AVERAGE	-23.2017	10.8873	.7132	-24.6070	-21.7964	-32.530	232	.000

APPENDIX N
RAW DATA ON STUDENTS' EXAM SCORES AND THEIR
PERCEPTION OF RELEVANCE OF SOCIAL STUDIES

S/NO	SCORE ON RELEVANCE	AVERAGE EXAM SCORE
1	22	56
2	29	46
3	28	47
4	24	38
5	32	52
6	28	46
7	27	43
8	26	53
9	29	38
10	40	45
11	26	23
12	27	42
13	32	52
14	29	46
15	33	50
16	34	49
17	29	50
18	34	56
19	33	52
20	37	52
21	29	57
22	33	44
23	36	27
24	26	47
25	35	27
26	31	33
27	31	51
28	30	15
29	31	62
30	32	60
31	36	67
32	30	58
33	31	52
34	29	26
35	26	42
36	37	71
37	34	61

38	34	66
39	25	47
40	25	53
41	33	49
42	35	54
43	31	51
44	38	60
45	40	60
46	34	46
47	34	65
48	29	61
49	30	39
50	32	48
51	34	50
52	28	58
53	22	55
54	37	43
55	38	42
56	28	23
57	29	30
58	33	56
59	28	43
60	31	56
61	35	47
62	36	62
63	27	63
64	26	45
65	31	56
66	28	38
67	33	38
68	34	62
69	35	60
70	37	51
71	36	68
72	35	57
73	35	48
74	30	49
75	37	58
76	31	63
77	29	56
78	32	66

79	40	59
80	30	67
81	22	56
82	31	60
83	36	53
84	29	61
85	32	60
86	35	65
87	31	63
88	26	46
89	22	47
90	28	47
91	27	48
92	29	60
93	28	67
94	30	57
95	36	79
96	29	79
97	30	43
98	30	52
99	37	47
100	33	47
101	26	45
102	29	53
103	25	56
104	32	41
105	29	57
106	28	42
107	32	49
108	37	57
109	34	52
110	25	40
111	25	38
112	32	47
113	35	56
114	31	47
115	34	48
116	27	52
117	27	63
118	30	34
119	36	49

120	34	59
121	20	52
122	32	58
123	35	66
124	28	56
125	37	56
126	29	62
127	27	63
128	33	47
129	33	63
130	30	41
131	28	44
132	34	49
133	29	46
134	36	47
135	33	48
136	27	38
137	27	48
138	31	58
139	30	76
140	21	54
141	30	54
142	26	53
143	26	57
144	21	59
145	23	50
146	34	60
147	26	46
148	27	48
149	27	52
150	27	52
151	34	42
152	33	48
153	31	55
154	25	49
155	34	43
156	37	48
157	30	53
158	34	54
159	36	42
160	34	65

161	33	61
162	33	59
163	32	57
164	35	57
165	36	58
166	31	58
167	33	49
168	29	58
169	36	47
170	33	52
171	30	57
172	27	51
173	30	58
174	31	62
175	33	52
176	33	38
177	35	51
178	26	38
179	33	48
180	30	23
181	36	47
182	28	43
183	34	59
184	34	46
185	33	51
186	35	50
187	30	50
188	18	56
189	32	38
190	34	57
191	31	49
192	29	54
193	33	50
194	31	69
195	31	53
196	36	62
197	30	45
198	33	47
199	30	48
200	29	60
201	30	53

202	37	47
203	34	59
204	35	43
205	29	49
206	22	66
207	30	43
208	36	66
209	32	54
210	33	51
211	25	56
212	36	58
213	29	61
214	28	66
215	31	59
216	29	56
217	29	48
218	25	50
219	33	48
220	30	63
221	31	52
222	32	42
223	33	57
224	33	50
225	37	54
226	31	43
227	35	47
228	29	46
229	27	57
230	31	43
231	31	58
232	25	55
233	32	53

APPENDIX O

STATISTICAL ANALYSIS OF CORRELATION BETWEEN STUDENTS' PERCEPTION OF RELEVANCE OF SOCIAL STUDIES AND THEIR ACADEMIC PERFORMANCE

Descriptive Statistics

	Mean	Std. Deviation	N
RELEVANC	30.9571	4.0180	233
AVERAGE	51.7124	9.5736	233

Correlations

		RELEVANC	AVERAGE
RELEVANC	Pearson Correlation	1.000	.117
	Sig. (2-tailed)	.	.076
	Sum of Squares and Cross-products	3745.571	1041.124
	Covariance	16.145	4.488
	N	233	233
AVERAGE	Pearson Correlation	.117	1.000
	Sig. (2-tailed)	.076	.
	Sum of Squares and Cross-products	1041.124	21263.734
	Covariance	4.488	91.654
	N	233	233

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	RELEVANC	30.9571	233	4.0180	.2632
	AVERAGE	51.7124	233	9.5736	.6272

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	RELEVANC & AVERAGE	233	.117	.076

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	RELEVANC - AVERAGE	-20.7554	9.9410	.6513	-22.0385	-19.4722	-31.870	232	.000

APPENDIX P
RAW DATA ON STUDENTS' EXAM SCORES AND THEIR
PERCEPTION OF PUBLIC ATTITUDE TOWARDS SOCIAL
STUDIES

S/NO	SCORE ON PUBLIC ATTITUDE	AVERAGE EXAM SCORE
1	31	56
2	24	46
3	28	47
4	27	38
5	37	52
6	26	46
7	29	43
8	33	53
9	37	38
10	40	45
11	26	23
12	29	42
13	37	52
14	35	46
15	29	50
16	28	49
17	30	50
18	27	56
19	36	52
20	31	52
21	35	57
22	34	44
23	40	27
24	32	47
25	39	27
26	38	33
27	38	51
28	33	15
29	32	62
30	33	60
31	32	67
32	27	58
33	35	52
34	31	26
35	28	42
36	34	71

37	36	61
38	32	66
39	32	47
40	25	53
41	31	49
42	33	54
43	30	51
44	37	60
45	37	60
46	16	46
47	30	65
48	33	61
49	36	39
50	37	48
51	27	50
52	29	58
53	25	55
54	40	43
55	37	42
56	28	23
57	31	30
58	35	56
59	30	43
60	32	56
61	36	47
62	27	62
63	28	63
64	32	45
65	30	56
66	29	38
67	36	38
68	29	62
69	34	60
70	31	51
71	31	68
72	32	57
73	37	48
74	37	49
75	32	58
76	33	63
77	34	56

78	35	66
79	31	59
80	26	67
81	30	56
82	27	60
83	36	53
84	27	61
85	29	60
86	30	65
87	32	63
88	26	46
89	22	47
90	31	47
91	34	48
92	33	60
93	26	67
94	32	57
95	28	79
96	24	79
97	32	43
98	32	52
99	35	47
100	28	47
101	27	45
102	32	53
103	31	56
104	23	41
105	27	57
106	29	42
107	34	49
108	38	57
109	28	52
110	24	40
111	37	38
112	24	47
113	36	56
114	34	47
115	28	48
116	26	52
117	25	63
118	32	34

119	37	49
120	26	59
121	34	52
122	28	58
123	27	66
124	29	56
125	35	56
126	29	62
127	29	63
128	23	47
129	26	63
130	28	41
131	30	44
132	34	49
133	28	46
134	34	47
135	30	48
136	26	38
137	26	48
138	31	58
139	29	76
140	25	54
141	30	54
142	27	53
143	26	57
144	23	59
145	28	50
146	29	60
147	29	46
148	29	48
149	25	52
150	27	52
151	34	42
152	30	48
153	24	55
154	31	49
155	30	43
156	31	48
157	32	53
158	24	54
159	36	42

160	23	65
161	21	61
162	27	59
163	35	57
164	36	57
165	32	58
166	25	58
167	38	49
168	33	58
169	35	47
170	40	52
171	33	57
172	30	51
173	30	58
174	25	62
175	31	52
176	26	38
177	22	51
178	26	38
179	33	48
180	31	23
181	32	47
182	30	43
183	31	59
184	35	46
185	32	51
186	28	50
187	33	50
188	33	56
189	31	38
190	33	57
191	22	49
192	28	54
193	25	50
194	38	69
195	32	53
196	36	62
197	30	45
198	31	47
199	30	48
200	34	60

201	35	53
202	29	47
203	34	59
204	31	43
205	29	49
206	24	66
207	32	43
208	36	66
209	33	54
210	26	51
211	28	56
212	32	58
213	35	61
214	35	66
215	33	59
216	29	56
217	29	48
218	30	50
219	29	48
220	29	63
221	28	52
222	28	42
223	33	57
224	27	50
225	38	54
226	32	43
227	33	47
228	33	46
229	26	57
230	28	43
231	32	58
232	36	55
233	31	53

APPENDIX Q

STATISTICAL ANALYSIS OF CORRELATION BETWEEN STUDENTS' PERCEPTION OF PUBLIC ATTITUDE TOWARDS SOCIAL STUDIES AND THEIR ACADEMIC PERFORMANCE

Descriptive Statistics

	Mean	Std. Deviation	N
PUBLIC	30.7210	4.2176	233
AVERAGE	51.7124	9.5736	233

Correlations

		PUBLIC	AVERAGE
PUBLIC	Pearson Correlation	1.000	-.080
	Sig. (2-tailed)	.	.221
	Sum of Squares and Cross-products	4126.867	-753.691
	Covariance	17.788	-3.249
	N	233	233
AVERAGE	Pearson Correlation	-.080	1.000
	Sig. (2-tailed)	.221	.
	Sum of Squares and Cross-products	-753.691	21263.734
	Covariance	-3.249	91.654
	N	233	233

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PUBLIC	30.7210	233	4.2176	.2763
	AVERAGE	51.7124	233	9.5736	.6272

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PUBLIC & AVERAGE	233	-.080	.221

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PUBLIC - AVERAGE	-20.9914	10.7675	.7054	-22.3812	-19.6016	-29.758	232	.000

APPENDIX R
RAW DATA ON STUDENTS' EXAM SCORES AND THEIR
GENERAL PERCEPTION OF SOCIAL STUDIES

S/NO	SCORE ON PERCEPTION	AVERAGE EXAM SCORE
1	88	56
2	84	46
3	87	47
4	81	38
5	106	52
6	50	46
7	79	43
8	84	53
9	106	38
10	116	45
11	71	23
12	88	42
13	97	52
14	96	46
15	91	50
16	90	49
17	89	50
18	82	56
19	106	52
20	96	52
21	94	57
22	97	44
23	76	27
24	79	47
25	115	27
26	97	33
27	97	51
28	89	15
29	97	62
30	92	60
31	97	67
32	86	58
33	98	52
34	94	26
35	82	42
36	97	71

37	98	61
38	88	66
39	83	47
40	73	53
41	95	49
42	97	54
43	86	51
44	118	60
45	102	60
46	80	46
47	91	65
48	88	61
49	93	39
50	93	48
51	92	50
52	84	58
53	75	55
54	107	43
55	107	42
56	84	23
57	94	30
58	94	56
59	83	43
60	91	56
61	102	47
62	92	62
63	84	63
64	90	45
65	90	56
66	80	38
67	76	38
68	92	62
69	96	60
70	98	51
71	94	68
72	92	57
73	100	48
74	101	49
75	96	58
76	88	63
77	89	56

78	93	66
79	112	59
80	86	67
81	86	56
82	81	60
83	106	53
84	81	61
85	90	60
86	91	65
87	88	63
88	78	46
89	68	47
90	84	47
91	86	48
92	88	60
93	75	67
94	90	57
95	98	79
96	84	79
97	97	43
98	87	52
99	100	47
100	88	47
101	79	45
102	91	53
103	85	56
104	83	41
105	84	57
106	83	42
107	98	49
108	106	57
109	87	52
110	85	40
111	98	38
112	81	47
113	102	56
114	93	47
115	102	48
116	82	52
117	73	63
118	98	34

119	105	49
120	120	59
121	80	52
122	91	58
123	85	66
124	82	56
125	97	56
126	84	62
127	85	63
128	78	47
129	86	63
130	88	41
131	84	44
132	99	49
133	96	46
134	93	47
135	94	48
136	81	38
137	81	48
138	88	58
139	86	76
140	71	54
141	84	54
142	80	53
143	77	57
144	64	59
145	74	50
146	85	60
147	83	46
148	84	48
149	85	52
150	79	52
151	101	42
152	93	48
153	72	55
154	84	49
155	94	43
156	97	48
157	97	53
158	85	54
159	104	42

160	80	65
161	74	61
162	86	59
163	97	57
164	99	57
165	100	58
166	84	58
167	105	49
168	88	58
169	106	47
170	112	52
171	90	57
172	83	51
173	87	58
174	89	62
175	83	52
176	92	38
177	85	51
178	78	38
179	72	48
180	92	23
181	97	47
182	88	43
183	93	59
184	105	46
185	86	51
186	93	50
187	89	50
188	77	56
189	89	38
190	97	57
191	83	49
192	82	54
193	89	50
194	99	69
195	89	53
196	100	62
197	88	45
198	88	47
199	91	48
200	86	60

201	95	53
202	96	47
203	103	59
204	94	43
205	85	49
206	87	66
207	100	43
208	100	66
209	85	54
210	85	51
211	76	56
212	102	58
213	92	61
214	96	66
215	94	59
216	83	56
217	83	48
218	84	50
219	87	48
220	87	63
221	86	52
222	85	42
223	98	57
224	90	50
225	104	54
226	98	43
227	96	47
228	91	46
229	74	57
230	87	43
231	92	58
232	89	55
233	88	53

APPENDIX S

STATISTICAL ANALYSIS OF CORRELATION BETWEEN STUDENTS' GENERAL PERCEPTION OF SOCIAL STUDIES AND THEIR ACADEMIC PERFORMANCE

Descriptive Statistics

	Mean	Std. Deviation	N
SCORE	89.8841	9.7830	233
AVERAGE	51.7124	9.5736	233

Correlations

		SCORE	AVERAGE
SCORE	Pearson Correlation	1.000	.015
	Sig. (2-tailed)	.	.822
	Sum of Squares and Cross-products	22203.871	322.236
	Covariance	95.706	1.389
	N	233	233
AVERAGE	Pearson Correlation	.015	1.000
	Sig. (2-tailed)	.822	.
	Sum of Squares and Cross-products	322.236	21263.734
	Covariance	1.389	91.654
	N	233	233

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SCORE	89.8841	233	9.7830	.6409
	AVERAGE	51.7124	233	9.5736	.6272

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	SCORE & AVERAGE	233	.015	.822

Paired Samples Test

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	SCORE - AVERAGE	38.1717	13.5861	.8901	36.4180	39.9253	42.887	232	.000